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ABSTRACT

In this report, 22 successful integrated educational programs in California are described in terms of school environment, services offered, grade levels served, curriculum emphasis, number and ethnic composition of participants, funding, location, staffing, special facilities, method of bringing students together, time students spend in program, visitor information and descriptive literature available, and program contact. The histories and activities of the programs, which range from preschool through secondary levels, are summarized. Appendices provide definitions of terms, samples of Ad Hoc Committee on Integrated Educational Programs correspondence, and information on programs nominated for consideration by the Ad Hoc Committee. (WI)

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Report of the Ad Hoc Committee on Integrated Educational Programs

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CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles—Superintendent of Public Instruction Sacramento, 1978

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Foreword

On June 28, 1976, the California Supreme Court issued its decisions in the cases of *Crawford* v. *Board of Education of the City of Los Angeles* and *NAACP* v. *San Bernardino City Unified School District.* Those decisions require California school districts to take reasonable, feasible steps to eliminate the racial isolation of students, regardless of whether the segregation is characterized as *de jure* or *de facto.*

The court recognized, however, that the initial and primary responsibility for the development of educationally sound programs of equal opportunities in an integrated environment rests with educators and school boards, not with the courts. The decision makes it clear that the courts will intervene to protect the rights of minority children only when school districts fail to implement "a course of action which produces meaningful progress in the elimination of segregated schools."

The court also recognized that school districts may develop a wide range of educational approaches to meet the goal of providing sound educational experiences for students. The development of these approaches will call for creativity and innovation. More importantly, designing workable strategies will require the skill and sensitivity not only of educators but also of people from a wide variety of backgrounds working together at the state and local levels.

After examining the California Supreme Court's decisions, I recognized that the state had a responsibility to provide leadership and assistance to school districts in developing strategies to foster quality integrated education. Therefore, I established the Ad Hoc Committee on Integrated Educational Programs and asked the 14-member group to recommend a broad range of program strategies that would be useful to school districts in carrying out their legal and educational responsibilities. I also asked the committee to consider alternative approaches for developing and maintaining community involvement and support in working with districts toward the goal of effective integrated education.

Working under the direction of Adolphus S. McGee, Principal of Sacramento Senior High School, the committee members not only met my charge to them but also produced what I believe is a highly useful and practical resource guide for the schools of California. The committee compiled detailed descriptions of 22 local educational agencies' successful efforts in bringing together students of a variety of backgrounds for integrated education. Thus, this report becomes a reference document that schools can use in achieving what the courts have asked them to achieve: taking reasonable and feasible steps to ensure that the enrollment of minority students in schools is not so disproportionate that these students are isolated from other students and thus deprived of integrated educational experiences.

I recognize that there are no surefire methods for achieving integration, and I realize that what may work with one school will not necessarily work for another. However, it behooves us as an educated people to examine successful practices and to use the experiences of others to help us achieve success in our own endeavors.

I know that racial isolation not only jeopardizes the minority child's potential for academic achievement, but it also fosters among children in both the minority and

majority groups damaged attitudes and distorted behavior that have perpetuated isolation in all aspects of American life. I sincerely hope, therefore, that this publication will be studied and used by school people throughout the state to move us closer to the day when no child sits apart from the opportunities that should be his or hers as a member of a free and democratic society.

Wilson Riles

Superintendent of Public Instruction

Members of the Ad Hoc Committee on Integrated Educational Programs

Committee Members

Adolphus S. McGee (Chairperson)
Principal, Sacramento Senior High School
2315 34th Street
Sacramento 95817

Paul V. Collins
Associate Professor of Education
California State University, Hayward
25800 Hillary Street
Hayward 94542

E. Maylon Drake
Chief Deputy Superintendent
Office of the Los Angeles County Superintendent of Schools
9300 E. Imperial Highway
Downey 90242

George Edmiston, Director
Student Integration Resource Office
Los Angeles Unified School District
450 N. Grand Avenue
Los Angeles 90051

Charlie Mae Knight, Director
Special Projects and Children's Centers
Monterey Peninsula Unified School District
P.O. Box 1031
Monterey 93940

Pegge Lacey
California Congress of Parents and Teachers, Inc.
128 7th Avenue
San Francisco 94118

Eva Long, Principal
John Muir Elementary School
Hayward Unified School District
P.O. Box 5000
Hayward 94540

Robert Loveland, Chairperson
Citizen's Advisory Committee on Student Integration
Los Angeles Unified School District
6003 Melrose Avenue
Hollywood 90038

Joanne Morris, Student
Vanden High School
Markley Road and DeRonde Drive
Travis Air Force Base 94535

Marjorie Movlan
Mid-Peninsula Task Force for Integrated Education
P.O. Box 121
Menlo Park 94025

Ralph Patrick, Deputy Superintendent, Operations
San Diego City Unified School District
4100 Normal Street
San Diego 92103

Betty Pengelley, Director
California League of Women Voters
9129 Spring Lane
La Mesa 92041

J. Alex Pulido, Director
Intergroup Education
Santa Barbara Elementary/High School Districts
720 Santa Barbara Street
Santa Barbara 93101

Delia Ybarra
Member, Board of Trustees
Mountain View-Los Altos Union High School District
2470 Alvin Street
Mountain View 94043

Executive Secretary

Robert Ponce
Assistant Superintendent of Public Instruction
California State Department of Education
601 W. Fifth Street
Suite 1000
Los Angeles 90017

NOTE: The titles and addresses given in this section were current when this report was compiled.

Committee Staff

Ples Griffin, Chief
Office of Intergroup Relations
California State Department of Education
721 Capitol Mall
Sacramento 95814

Fred Gunsky, Consultant
Office of Intergroup Relations
California State Department of Education
721 Capitol Mall
Sacramento 95814

Mae McCarthy, Consultant
Secondary Education Program Planning and Development
California State Department of Education
721 Capitol Mall
Sacramento 95814

Charles D. Ford, Consultant
Secondary Education Consolidated Field Services
California State Department of Education
721 Capitol Mall
Sacramento 95814

Beth Milwid
Graduate Student Assistant
California State Department of Education
721 Capitol Mall
Sacramento 95814

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At each grade level a culturally and linguistically diverse student body receives individual instruction in reading and mathematics. Basic skills are emphasized in the schoolwide curriculum, and resource persons and community facilities are used for cultural enrichment. Other components such as English as a second language, parent participation, and staff development actively support the comprehensive orientation of the school toward basic skills.

Berkeley Alternative Early Learning Center 8

The Berkeley Alternative Early Learning Center is an experimental combined nursery and primary school for children ages three through eight. Extensive community involvement is based on the belief that children learn best when their parents are involved in the life of the school. Student enrollment is controlled to maintain an ethnic balance, and a strong emphasis on multicultural learning pervades the curriculum.

Bilingual Maintenance Program 11

Briggs Elementary School District is located in a rural, agricultural community in southern California. The district's bilingual bicultural program involves both students and parents of all local ethnic groups. Instruction in the basic skills is provided in Spanish and English, and each child's primary language and culture are maintained. In addition, the district provides a broad program of parent education, covering consumer practices, child development, and nutrition.

Bilingual Multicultural Program 13

In the Bilingual Multicultural Program at South Ranchito Elementary School, the multicultural curriculum is integrated into all subjects in kindergarten through grade six. Extensive classroom work is done on intergroup understanding. Students read, write, and work on mathematics in both Spanish and English, thereby becoming biliterate as well as bilingual.

College Intermediate School 15

College Intermediate School is a magnet school serving children in grades four through six and stressing achievement in the basic academic skills. The podlike architecture allows for team teaching, flexible scheduling, and small-group instruction. Located in the inner city, the school draws some students from the immediate neighborhood; others are voluntarily bused to the school from other parts of the city.

Delta Continuation High School 17

Delta High School is an alternative high school combining extensive counseling and off-campus classes with a "School of Essentials" in which instruction in the basic skills is provided in small-group sessions. Delta is a unique model for a small high school in that progress in cognitive skills is seen as wholly dependent on each student's understanding of himself or herself as a person. Thus, 60 percent of the program involves individual or group counseling.

Equal Opportunity in the Classroom 20

Equal Opportunity in the Classroom is an in-service training program designed to help participants understand the relationship between teacher expectations for students and student learning. Through a series of workshops, each participant begins to recognize those students for whom he or she holds low expectations or high expectations. Participants then observe one another's behaviors in the classroom and, having identified their own biases in expectations, learn new strategies for ensuring equal opportunities for all students.

Fairfax Senior High School 23

Fairfax Senior High School is a three-year high school in which a thorough effort has been made to involve students, staff, and the local community in addressing the academic, multicultural, and personal needs of a changing student body. Extensive staff development, adjustments in the curriculum, and senior citizen participation highlight the school's multiple-component program.

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Focus on Cultural Heritage 25

The multicultural curriculum at Vandalia Elementary School focuses each quarter on the unique cultural heritage of a particular ethnic group. Serving students from Tule River Indian Reservation, the school has placed special emphasis on preserving Indian culture while stressing student achievement in basic skills. School-community relations are strong.

Intergroup Outdoor Experience 27

Fifth-grade students from diverse schools spend a week at an outdoor camp. They participate in a highly structured academic program in which outdoor education is combined with a variety of activities selected to promote intergroup understanding. This is a shared learning and living experience for students, high school peer counselors, and staff of many different ethnic groups.

Lakeshore Elementary School 30

Originally a kindergarten through grade three school under districtwide desegregation, Lakeshore is now a pilot kindergarten through grade five elementary school. A strong traditional primary program has been a major factor in maintaining the school's long-standing record of high achievement by a racially mixed student body. Parents from all ethnic communities represented at the school are involved in many phases of the daily program.

Martin Luther King, Jr., Elementary School 32

King Elementary School is an open-space, pod school with an ethnically balanced student population. The school program is characterized by team teaching, an individualized curriculum in the basic skills, and a management system to facilitate multicultural education throughout all subject areas. Parents are involved in many aspects of the school program.

Multicultural Curriculum Design I 35

At Muir School, an ethnically diverse inner city school, teachers and administrators have put together a varied program of multicultural learning. Activities focus on improving students' self-concept, self-expression, and appreciation of ethnic heritages. Extensive staff development has resulted in school unity, a unique management system, and a far-reaching multicultural curriculum in the elementary grades.

Multicultural Curriculum Design II 38

The Multicultural Curriculum Design II program includes thorough staff development, specific activities for each grade level, a central multicultural resource center, and individual resource rooms at participating schools. A series of locally written multicultural materials is now in use throughout the district.

Multicultural Curriculum Design III 40

Jefferson Elementary School has been designated as the Oakland Unified School District's "specialty," or model, school in the area of multicultural education. The teachers have compiled an extensive set of materials covering the contributions of six major ethnic groups and have developed related activities for use in learning centers throughout the elementary grades. The school and its staff are used in the training of other district teachers and administrators.

Multicultural Education in a Rural Area 42

Multicultural Education in a Rural Area is a many-faceted program of multicultural enrichment provided throughout the school day academic curriculum and after school through community participation in tutoring, field trips, counseling, and the arts. This rural school district serves a multiracial student body from a wide geographic area.

Project KEYS (Knowledge of English Yields Success) 44

In Project KEYS materials have been developed for use by prekindergarten through grade three students whose primary language or dialect is Cantonese, Japanese, Korean, Tagalog, Ilocano, or Samoan. The curriculum includes beginning English exercises as well as extensive information on each of the cultural groups represented. Teachers, bilingual aides, project staff, and community advisory councils together implement the program in many schools.

Strategies for Intercultural Development Through Confluent Education 46

Confluent education workshops are used to help students, staff, and the community examine some of the human dynamics present in a multiethnic society. The training varies depending on the group, but it frequently involves a number of inservice training sessions for school staff members. The activities are designed to explore the self, the ways in which individuals communicate on a one-to-one basis, and the extrapersonal content areas of different cultural heritages.

Summer Urban Exchange Program 48

The Summer Urban Exchange Program is a junior and senior high school summer program in which 20 students from a school with a predominantly minority enrollment are paired with 20 students from a school with a predominantly

nonminority enrollment in a single urban studies class taught by two teachers. The course meets daily off campus or in one or the other of the two schools represented. Both of the school neighborhoods are used as field settings for projects in local geography, sociology, economics, and city planning.

Tutorial/Guidance Program 50

Monrovia Unified School District's Tutorial/Guidance Program is conducted at two middle schools, a comprehensive high school, and a continuation high school. The program provides for individual attention for selected students through tutoring and counseling. An effort is made to ensure that tutors/counselors and tutees/counselees are of different ethnic backgrounds. Home-school contacts by a community liaison worker serve to support the individual guidance sessions.

US: A Cultural Mosaic 52

A primary grade, multidisciplinary curriculum, this program was designed to help young children gain insight about themselves and others through a variety of media and activities. Three teachers' guides contain sequentially-presented concepts, integrating a cross-cultural approach throughout language arts, social studies, music, art, and drama. The program is in operation in many primary classrooms throughout the city.

Wright Brothers Career High School Program 54

Wright Brothers Career High School is a small magnet school combining academic requirements with on-the-job training, career guidance, and practical work experience. A flexible schedule, individual contracting, and personal and occupational counseling allow each student to have direct contact with both the school and the work world. The enrollment is racially balanced to reflect districtwide percentages.

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Introduction

The Ad Hoc Committee on Integrated Educational Programs was established in November, 1976, by Wilson Riles, Superintendent of Public Instruction. The 14 members of the committee were selected for their knowledge, experience, and understanding of the complex challenge that providing an integrated educational experience presents to local educational agencies.

Superintendent Riles directed the committee to focus its attention on educational programs that promote integration rather than on methods of achieving desegregation. While others were studying the problem of how to eliminate or reduce racial and ethnic segregation, this committee was given the responsibility of finding examples of successful educational practices that bring together students of a variety of backgrounds for the purpose of integrated education.

Consequently, this report is concerned neither with concepts of systematic school desegregation nor with methods of reorganizing schools to eliminate racial isolation. Rather, the report contains descriptions of how 22 local educational programs offer successful integrated educational experiences. These examples should provide much needed assistance in developing programs in newly desegregated schools or districts as well as in any ethnically mixed school or district. Even in districts that are unable to achieve desegregation, the programs cited in this report can serve as models of the types of information and skills that are vital to living within a pluralistic society.

In addition to program descriptions, the report contains some general comments by the committee; an annotated table of contents, with summaries of the programs selected; and appendixes documenting the committee's search.

As its first step the committee established a set of definitions to clarify its understanding of important issues (see Appendix A). The committee determined that in looking for "programs," it was seeking a broad variety of educational formats, including staff training, curriculum development, classroom activities, and special events designed to bring together ethnically diverse students and parents. The committee agreed that it was interested in programs and experiences that had substance and continuity rather than in stopgap measures. The committee also distinguished between "programs," which furnish concrete learning opportunities for students, and "policies," which often consist of statements of intent. The committee was searching for operational programs and activities, not for those that were only planned or that might be implemented in the future.

The committee also adopted a set of criteria against which to evaluate each program it studied (see Appendix G). The criteria were based on the writing of Jane Mercer and others who have studied the process of integration in desegregated or mixed school settings. These criteria were stated in terms of four primary goals: (1) positive self-concept; (2) academic achievement; (3) multicultural learning; and (4) equality for students, staff, and parents of all ethnic groups and races. The committee recognized that it could not expect to find a single program in which all these goals were being met; rather, it was seeking programs that showed a pattern of progress toward their achievement.

An announcement of the committee's search for exemplary programs and a list of the criteria were distributed in the field and among units of the State Department of Education. Forms on which to nominate programs for study were mailed to the 20 largest school districts in the state, to all county superintendents of schools, and to members of the Association of California Intergroup Relations Educators. Department of Education consultants who serve on elementary and secondary education field services teams and those from the Department's Office of Intergroup Relations, Office of Support Services and Bilingual Bicultural Education, and the Office of Special Education were also contacted. The individual members of the Ad Hoc Committee on Integrated Educational Programs made their own suggestions of programs for the group to consider.

In all, more than 100 programs were nominated. A staff member to the committee was assigned to obtain further information about each

one. The preliminary reports on nominated programs were evaluated on the basis of the committee's criteria, and 31 programs were selected for on-site visits.

A committee member and a member of the committee's staff visited and observed each program for two days. During that time the team talked with individuals from each of the groups affected by the program, including students, parents, teachers, community representatives, and district administrators. These on-site visitations provided for a variety of perspectives and added depth to the understanding of each program.

Finally, the committee selected 22 programs for inclusion in this report. The choices were based not only on the extent to which the programs met the committee's criteria but also on the feasibility of their being replicated in other schools and districts. In addition, the committee attempted to select programs that ranged in scope from kindergarten through grade twelve, that involved diverse racial and ethnic groups, and that represented a balance of geographic distribution.

The program descriptions include (1) descriptions of total school programs; and (2) specific *features* of school or district programs that provide integrated educational experiences for the students and others involved. Specific features include staff training, curriculum development, classroom activities, and district-sponsored events that bring together ethnically diverse groups of children and adults.

The committee applied the same criteria to both schoolwide programs and program features. In spite of the partial or part-time aspect of particular program features, as contrasted with the full-time participation of students, the committee decided it was essential to reflect in its findings both types of integration efforts.

The programs described in the report represent many points on the desegregation/integration continuum. In considering any of the programs for replication, districts and schools should carefully consider their local circumstances.

The cost of a successful program of integrated education varies with the scope of the program and the size of the district or school. Some of the programs selected by the committee are entirely district funded. Most, however, receive additional monies from another source.

The array of programs described in this report should serve as an important resource to stimulate discussion within and among school systems. The committee recognizes that others are at work in this and related areas of multicultural education, intergroup relations, and equal educational opportunity. Such efforts are of crucial importance. Completion of the present task is critical when so much needs to be done, both locally and statewide, to promote integrated education.

General Comments of the Ad Hoc Committee on Integrated Educational Programs

The following are general comments made by the Ad Hoc Committee on Integrated Educational Programs following its observations and discussions. The comments are not listed in any order of priority.

- The mere assignment of students to desegregated schools or to programs such as those described in this report does not in itself ensure the comprehensive changes required in the educational system to achieve integrated learning experiences.
- Successful integrated education requires broad support from school board members, public officials, the community, teachers, administrators, parents, and students.
- Great commitment, skill, and energy on the part of educational leaders and those who daily implement the programs are essential for successful integrated education.
- The examples cited in this report represent only a part of the integration process in the schools or districts represented. While individual elements make important contributions, the general excellence of an integrated school's total program, rather than selected features, should be the goal.
- The enthusiasm and strength of an individual leader may account for the success of a particular effort. A program of integrated education relying on the personality of an individual may be substantively altered by a change in personnel.
- Extensive training is required to ensure the necessary understanding and skill of personnel assigned to programs such as those described in this report.
- When a program is replicated, it should be adapted to fit local needs and circumstances. The process of adaptation gives people an important sense of identification with and "ownership" of a program.
- Preparation is needed before programs such as those described in this report can be initiated. Acceptance and successful implementation require time and a carefully planned course of action suited to the local situation.

Benjamin Franklin Junior High School

San Francisco Unified School District
(Enrollment: 74,800)*

At each grade level a culturally and linguistically diverse student body receives individual instruction in reading and mathematics. Basic skills are emphasized in the schoolwide curriculum, and resource persons and community facilities are used for cultural enrichment. Other components such as English as a second language, parent participation, and staff development actively support the comprehensive orientation of the school toward basic skills.

Program Information

Descriptors: Desegregation without a court order, urban school, junior high school, basic skills, individualized instruction, and multicultural curriculum

Grade levels served: Seven through nine

Curricular emphasis: Assessment and diagnosis of each student's strengths and weaknesses in the basic skills and an extensive program of electives highlighting the diversity of languages and cultures in the school

Number of student participants: 930

Ethnic composition of school student population: Asian-American, 43 percent; black, 37 percent; Filipino, 2 percent; Hispanic, 5 percent; white, 6 percent; other nonwhite, 7 percent

Funding: District and nondistrict funds

Location: On-site and off-site

Year of implementation: 1975

Special staffing: A pilot project director, resource teachers, parent liaison persons, a bilingual coordinator, and 20 full-time instructional aides

Special facilities or features: None

Method of bringing students together: Court-ordered desegregation

Student time in program: Full time

Visits/Descriptive literature: Visits can be arranged. Printed materials on the school and on different segments of the school program are available.

Contact: Helen Smith, Project Director
Benjamin Franklin Junior High School
1430 Scott Street
San Francisco, CA 94115
(415) 565-9654

Benjamin Franklin Junior High School is a school in transition. Once an all-black junior high, this school recently desegregated and is now fully involved in the process of integration. That process began in 1975, when the administration and staff of the school initiated an elaborate procedure of self-assessment, staff development, and curriculum change. With the advent of a culturally and linguistically diverse student body, old teaching practices had to be reevaluated. Some were maintained, and others were discarded. Since that time some innovative techniques have been developed. With the strong leadership of a new principal, the staff decided

*District enrollment figures provided in this report are from the 1978 *California Public School Directory* (Sacramento: California State Department of Education). The numbers of program participants, which were provided by the various districts and schools, are for the 1976-77 school year. Because of changes in enrollment, the number of program participants may be greater than the district enrollment in some cases.

that revamping the entire instructional program was the key to facilitating integration at the school.

During the past three years, much change has occurred, and still more is planned. The total integration process is not yet complete, but its programmatic results are evident. Most important, a "community" of staff, students, and parents has evolved and is working hard to create a dynamic and diversified new program. The energy level is high at Ben Franklin.

With the advent of a culturally and linguistically diverse student body, old teaching practices had to be reevaluated.

The plans for change began with the organization of staff members into departmental committees and task committees to develop instructional guidelines for the entire school. In addition to departmental teams, interdisciplinary committees were also formed to look at the areas of basic skills, multimedia resources, classroom climate, and the general school curriculum. Groups of teachers were asked to write performance objectives for each academic area and to identify appropriate means for individualizing instruction. Working in these small groups, the staff took note of available resources in each department (textbooks, films, kits, and so forth), wrote new course outlines, and put together an updated course catalog. These staff meetings have evolved into a daily inservice training period for all teachers at the school; planning teams, shared decision making, and differentiated staffing are now integral parts of the school operation.

As part of their efforts, teachers and administrators developed major goals for the entire school program. In brief, these goals include strong emphasis on the basic skills, a variety of elective courses, "real world" coping skills as measures of student performance, bilingual language competencies for non- and limited-English-speaking students, awareness of individual rights and responsibilities, and cross-cultural experiences to reduce racial isolation. In developing these goals, they tried to capitalize on the diversity of the student body's cultures and languages and to use these differences to build an exciting multicultural education program.

A number of curriculum projects are now in operation at Ben Franklin as a direct result of this intense planning. Some are modified versions of programs that were already in existence; others are totally new. All students undergo a basic skills assessment when they first come to Ben Franklin. Seventh-graders work in cluster groups for social studies and receive individualized instruction in the math and language arts laboratories. The staff members have received inservice training in these areas, and teachers receive computerized assistance in preparing diagnostic prescriptions for each student. Individualized work in the basic skills continues through the ninth grade. In addition, nine-week minicourses are offered in such areas as choir, typing, art, sewing, and ecology. Year-long elective classes are available in orchestra, science, band, Chinese, and Spanish. There is also a popular and exciting science laboratory.

Planning teams, shared decision making, and differentiated staffing are now integral parts of the school operation.

It is important to realize that one-third of the students are only beginning to learn English. While these students receive intensive instruction in English as a second language, their math, science, and social studies classes are taught in their primary language—Korean, Vietnamese, Spanish, or Chinese. Advanced courses are offered in Chinese literature, Mandarin, and calligraphy.

The program for the gifted and talented is specifically designed for students from different linguistic, socioeconomic, and cultural backgrounds. The additional services offered in math, language, science, and social studies are designed to support and strengthen the bilingualism and multicultural learning styles of the 100 identified gifted students in grades seven, eight, and nine.

Throughout the school's curriculum, efforts are made to involve parents of all ethnic groups. Community members act as resource persons in the academic program and contribute greatly to the multicultural curriculum. The school uses a neighborhood pool for physical education and has a beautifully flourishing community garden on its grounds. Located at a busy intersection in San Francisco, Ben Franklin makes use of its rich urban community in many ways.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Although many particular components of Ben Franklin's current program could be replicated, the most outstanding feature of this school is the way it dramatically changed a troubled urban junior high school. Key changes included desegregating the student population, allowing strong site leadership by the principal, and continuing a program of staff development as an ongoing tool. The full involvement of all teachers in revamping the curriculum was a pivotal factor in the successful implementation of change. The resulting program demonstrates what can be done without a major turnover in personnel. As a total school Ben Franklin is an outstanding example of a strong academic program expanding in richness with a fully multicultural student population.

Berkeley Alternative Early Learning Center

Berkeley Unified School District
(Enrollment: 12,138)

The Berkeley Alternative Early Learning Center is an experimental combined nursery and primary school for children ages three through eight. Extensive community involvement is based on the belief that children learn best when their parents are involved in the life of the school. Student enrollment is controlled to maintain an ethnic balance, and a strong emphasis on multicultural learning pervades the curriculum.

Program Information

Descriptors: Magnet school, controlled ethnic balance, primary grades, individualized instruction, and desegregation without court order

Grade levels served: Nursery school through grade three

Curricular emphasis: Day care and instruction for very young children, multicultural and community orientation to all projects, and extensive parent involvement

Number of student participants: 84

Ethnic composition of school student population: Asian-American, 15 percent; black, 40 percent; Hispanic, 5 percent; white, 40 percent

Funding: District funds primarily, though other funds do supplement the program

Location: On-site and off-site

Year of implementation: 1972

Special staffing: A director, four instructional aides, a school services aide, a librarian, a reading teacher, and a secretary

Special facilities or features: Original building specially designed for flexibility and mobility; equipment appropriate for the age groups served; and a kitchen

Method of bringing students together: Voluntary enrollment

Student time in program: Full time

Visits/Descriptive literature: Visitors are welcome, but visits are limited to four persons daily. Appointments should be made in advance by calling the school. A brochure and a handbook prepared by parents are available.

Contact: Mary Ann Kojan, Director
Berkeley Alternative Early Learning Center
2425 Stuart Street
Berkeley, CA 94705
(415) 644-6225 or 644-6349

The Berkeley Alternative Early Learning Center's handbook for parents describes the school as a "community of families and teachers involved in our children's education." With the center's emphasis on shared responsibilities and commitment, this statement aptly introduces the newcomer to an exciting and unusual program for very young children in Berkeley.

Beginning in 1968, the school district first put together a plan for "an exemplary early childhood education program." In September, 1972, when the district received a sizable grant from the federal government to set up 24 alternative schools, the Berkeley Alternative Early Learning Center became a reality. Though once federally funded under Berkeley's experimental schools program,

the center operates today almost exclusively with district funds. In its six-year history, the school has established a clear philosophy and an extensive and varied program to meet the needs of young children. Through an evolutionary process and a willingness to grow and change, the center has become a true model of dynamic parent involvement and integrated education at the early childhood level.

To understand how this school functions, one must examine its educational philosophy. Over the years parents and staff have formulated an approach to schooling based on several specific premises. The school community believes that young children learn in their own unique ways and that they learn best in an informal, noncompetitive atmosphere. Maximum learning also takes place, it is argued, when the child's family is directly involved in the school, when the students and teachers reflect the racial makeup of the community, and when teachers are well-versed in child development and learning theories. In addition, the school is firmly committed to the idea that young children should learn the basic academic skills valued by their communities.

Starting with these beliefs, the Berkeley Alternative Early Learning Center has developed a number of innovative approaches. The overall

Through an evolutionary process and a willingness to grow and change, the center has become a true model of dynamic parent involvement and integrated education at the early childhood level.

program is a combined day care and instructional experience for children ages three through eight. The number of hours that each child spends at the center is dependent upon the needs of his or her family. In fact, four separate projects—a parent nursery, a state preschool, a kindergarten/primary grades program, and a children's center—all operate simultaneously for the 84 children enrolled.

Although every child living within the district is eligible to attend this school, the student population is balanced by race and ethnic group, by sex, and by age. There is a long waiting list of families seeking admission for their children. When openings do occur, children are selected on a first-come, first-served basis as long as the prescribed schoolwide balances are maintained.

Consistent with the school's philosophy, the curriculum is based on multicultural books, mate-

The mutual cooperation at this school is exceptional. Parents and staff members work together to plan, implement, and change the program continually.

rials, and activities. Activities are conducted both indoors and outdoors, and children are grouped and regrouped for individual lessons. Resource people, materials, and equipment are made directly available to the children. The atmosphere is nonauthoritarian and supportive.

A strong indication of the center's commitment to multicultural learning is its extensive and diverse library collection. From the beginning the library was established to serve the entire school community—the children enrolled at the center, their families, and the school staff. Many books in the collection relate directly to the various ethnic and cultural groups represented at the school as well as to relevant contemporary issues and concerns. The library includes, for example, special interest sections on Asian-American cultures, black cultures, Native American cultures, and Spanish-speaking cultures. Also included are books in the Spanish language, books on single-parent families, books on women, and books written in a bilingual mode. Both staff and parents have made a special effort to provide books that portray characters in a nonsexist manner and that do not restrict members of either sex to traditional roles. Because of the strength of the library program, children's literature is a major part of every student's experience at the Berkeley Alternative Early Learning Center. Learning to read is a highly individualized process; and the records, tapes, and printed resources in this unique library are integral parts of that process.

Perhaps the most unusual feature of the Berkeley Alternative Early Learning Center, however, is the nature and extent of parent involvement with the school. Because the center was conceived as a community of families and staff, all adults

have a chance to participate in decisions affecting the program. The Berkeley Alternative Early Learning Center Council is composed of volunteer parents and staff members working together on issues of policy, personnel, and curriculum.

In addition, however, each family with a child at the center must share in the responsibility and work load of running the program. This is a time and labor commitment that is made clear to parents before their child is enrolled. Every semester each family must contribute a minimum of 20 hours of work. This requirement may be fulfilled through participation in the classrooms or library; service on special interest committees or the Berkeley Alternative Early Learning Center Council; enlistment in a general labor pool for painting, toy mending, or maintenance; or participation in an individual service project, such as attending a board of education meeting or visiting and reporting on another early childhood school. This variety of adult activities has been devised so that all parents can find some way to participate in their child's learning. The process itself underscores the school's belief that a truly integrated program can be created only through the combined efforts of a multicultural, cross-age group of students, staff, and parents.

Comments of the Ad Hoc Committee on Integrated Educational Programs

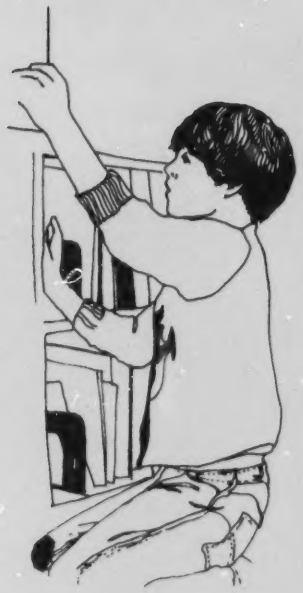
Although the Berkeley Alternative Early Learning Center is a very small magnet school in a very unusual city, it includes certain essential elements of successful integrated programs. First, the mutual cooperation at this school is exceptional. Parents and staff members work together to plan, implement, and change the program continually. The center makes a concerted effort to ensure that all aspects of the curriculum are fully multicultural and nonsexist. Children and parents of many races share in the running of this school.

Although the school was moved to a new site in the fall of 1977, the program, staff, and parent community remained intact. Numerous materials, teaching methods, and intergroup exchanges can be adapted from this unique, albeit small and unusual, setting.

Bilingual Maintenance Program

Briggs Elementary School District
(Enrollment: 294)
(Briggs Elementary School and Olivelands Elementary School)

Briggs Elementary School District is located in a rural, agricultural community in southern California. The district's bilingual bicultural program involves both students and parents of all local ethnic groups. Instruction in the basic skills is provided in Spanish and English, and each child's primary language and culture are maintained. In addition, the district provides a broad program of parent education, covering consumer practices, child development, and nutrition.



Program Information

Descriptors: Bilingual education, rural school, Hispanic emphasis, and elementary grades

Grade levels served: Kindergarten through grade three and one combination class for grades four through six

Curricular emphasis: Basic skills in Spanish and English, oral language development, bicultural instruction, and parent education

Number of student participants: 115

Ethnic composition of student program participants: Hispanic, 60 percent; white, 40 percent

Funding: Nondistrict funds

Location: On-site

Year of implementation: 1974

Special staffing: A director, one resource teacher, bilingual aides, one community liaison person, and one bilingual clerk typist

Special facilities or features: None

Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.

Student time in program: Full time

Visits/Descriptive literature: Visits can be arranged by appointment. A filmstrip, the district's funding proposal, and a community-referenced program evaluation are available at cost.

Contact: Jack Tevault, Superintendent
Briggs Elementary School District
14438 West Telegraph Road
Santa Paula, CA 93060
(805) 525-7151

The Briggs Elementary School District is located in a semirural area of Ventura County. Most of the district's 294 students live in rural housing clusters or in other agricultural settings.

Approximately 30 percent of the students in the district are limited- or non-English-speaking children of Mexican origin. About 25 percent are bilingual, with Spanish being the primary language spoken at home.

The district's bilingual multicultural project began in 1974, serving approximately 70 students in kindergarten and grade one. The program has since expanded to include 115 students in kindergarten through grade three and a combination class of students in grades four through six. Sixty percent of the participating students are limited- or non-English speaking. Three areas of this program are particularly noteworthy. First, the

instructional program is comprehensive in bilingual classrooms. Consistent with the outcomes of recent research, children whose primary language is Spanish receive initial prereading and reading instruction in Spanish; those whose primary language is English receive similar instruction in English. The encoding and decoding skills involved in reading are learned first in the student's primary language. These skills are learned in the second language once the students have developed sufficient oral skills in that language. Full bilingual instruction in this project includes daily work in English in listening, speaking, reading, and writing and in oral language development in the student's primary language. Spanish is taught as a second language to students whose dominant language is English.

Students feel free to use either language throughout the day, and they respect the use of both.

Of the 12 staff members directly involved in classroom instruction, ten have sufficient bilingual skills to teach content areas in Spanish and English. Science, art, instruction related to the development of perceptual motor skills, multicultural studies, and other selected subjects are presented in both languages. The objectives in all of these areas are similar in scope in both Spanish and English. Particularly stressed are activities designed to develop students' understanding of the history, customs, and values of Mexico and the United States. The Mexican and Anglo cultures are fully incorporated into each classroom. Students feel free to use either language throughout the day, and they respect the use of both.

The second major component of this project, staff development, is based on teachers' demonstrated skills. Since the inception of the program, the emphasis for staff development has been on competency in bilingual teaching methods, second language instruction, multicultural activities, and methods of individualizing and personalizing the curriculum. Criteria have been developed in each area. Teachers and aides are observed weekly, and inservice training workshops are designed to meet the specific individual needs of the staff.

Parent and community involvement constitutes the third major strength of the project. Over the years the district has developed a unique community-referenced approach to program development. Realizing that parents and other community members need to "experience" a program directly (rather than just be told about it), the staff has trained parents to participate in internal program evaluation and review. In this way the parents can learn firsthand what objectives are actually being met in the program and how each objective contributes directly to children's learning and growth. Parents from both the Spanish- and English-speaking communities are actively involved in this process. As an unusual means of increasing public awareness and support, reading or bilingual abilities are not required for parents to participate in program evaluation. Thus, parents with limited language skills have become successful participants in important program functions.

A very strong parent education program is also maintained in the district. With the support and assistance of a community liaison person, parents have designed and managed weekly workshops. In discussions on nutrition, child development, or program evaluation, parents feel free to use both Spanish and English to express their ideas. The bilingual bicultural emphasis of the children's classroom experiences is directly carried over to all adult activities. The composition of the parent advisory board also reflects the local cultures of this agricultural community.

Comments of the Ad Hoc Committee on Integrated Educational Programs

The Briggs Elementary School District bilingual project is particularly appropriate for small rural districts with an already mixed ethnic population. The district has a limited staff as a result of its small student population, but it has successfully used the resources of its adult community to increase the number of adults working with the schools. Both parents and children have broad, integrated experiences as a result of this program.

Bilingual Multicultural Program

El Rancho Unified School District
(Enrollment: 13,289)
(South Ranchito Elementary School)

In the Bilingual Multicultural Program at South Ranchito Elementary School, the multicultural curriculum is integrated into all subjects in kindergarten through grade six. Extensive classroom work is done on intergroup understanding. Students read, write, and work on mathematics in both Spanish and English, thereby becoming biliterate as well as bilingual.

Program Information

Descriptors: Bilingual education, multicultural curriculum, Hispanic emphasis, elementary grades, and curricular development

Grade levels served: Kindergarten through grade six

Curricular emphasis: Mastery of basic skills in Spanish and English; maintenance of the students' dominant language; and multicultural education, with particular emphasis on the Mexican-American cultural tradition

Number of student participants: 420

Ethnic composition of school student population: Hispanic, 85 percent; white, 15 percent

Funding: Nondistrict funds

Location: On-site

Year of implementation: 1971

Special staffing: A resource teacher, a specialist in English as a second language, bilingual instructional aides, and a community relations aide

Special facilities or features: None (The program is set up in regular classrooms.)

Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.

Student time in program: Full time

Visits/Descriptive literature: Visits may be made by advance appointment. The project proposal is available, and multicultural materials are available at cost.

Contact: George D. Mora, Director
Bilingual Bicultural Education
9333 Loch Lomond Drive
Pico Rivera, CA 90660
(213) 692-0551, Ext. 375

The combined bilingual and multicultural program at South Ranchito Elementary School began in 1971 as an elementary grades program. The project now includes a bilingual classroom at each grade level from kindergarten through grade six. The emphasis of the bilingual portion of this program is on students' learning and maintaining basic academic skills in both Spanish and English. The multicultural component is a continuous strand of cross-disciplinary activities from kindergarten through grade six. Though all classes in the school participate in the multicultural curriculum, South Ranchito's bilingual program brings together students of different ethnic backgrounds for the expressed purpose of learning in two languages. At the end of the program, students are biliterate as well as bilingual.

Because the majority of the students in this school are Mexican-American, the bilingual bicultural program is designed to draw and expand upon the linguistic and cultural heritage of this group in particular. Students are placed in this

program only on parental request. Non-English-speaking students are given high priority whenever an opening occurs.

A major purpose of the program is to ensure that Spanish-speaking children learn English skills. At the same time they are encouraged to maintain their primary language. Similarly, English-speaking students receive instruction in Spanish-language skills and instruction to develop further their English skills. The initial instruction for each child is provided in his or her primary language. Every student receives an individualized program for learning to read in the second language. In science, math, social studies, and multicultural education, all students receive daily bilingual instruction.

The learning/understanding process begins in kindergarten and continues into the upper grades.

Since the program has been in operation for more than six years, the bilingual teachers at South Ranchito Elementary School have been able to develop continuity in the program across grade levels. The staff plans and implements a variety of joint experiences for children of different ages. Several teachers have developed their own curricular materials and have had them published. Once a week the staff members receive inservice training to upgrade their skills in teaching oral language skills and reading. Teachers learn to develop new skills in listening, choral speaking, role playing, and oral interpretation. Bilingual instructional aides in the classrooms also help to keep the program highly individualized.

The multicultural element of this project is diverse and extensive. In classroom learning centers emphasis is placed on the ethnic cultures of southern California in particular. A calendar of multicultural events in music, art, drama, literature, and language is updated regularly. Parent meetings conducted in both Spanish and English keep parents and community informed about the bilingual and multicultural programs at the school. A community relations aide works with parents to arrange their participation in bilingual classrooms and in schoolwide multicultural events. The multimedia resource teacher also provides materials and information on different cultures to teachers establishing their own classroom learning centers. All of these activities are intended to give students a positive self-concept, a strong sense of their own cultural heritage, and an awareness of and respect for cultures different from their own.

Comments of the Ad Hoc Committee on Integrated Educational Programs

A common purpose of most bilingual programs is to bring together students from different ethnic backgrounds so that they may share their cultural traditions and learn one another's language. This particular bilingual bicultural program was selected for inclusion in this report because it has added to that purpose a unique dimension of multicultural study. Curriculum guides were developed for this program to help children make continuous progress in their understanding of others. This process begins in kindergarten and continues into the upper grades. To replicate this entire program, a district must have a corps of qualified bilingual teachers and aides. The multicultural portion of the program could be replicated without the inclusion of a bilingual bicultural program.

College Intermediate School

Long Beach Unified School District
(Enrollment: 59,455)

College Intermediate School is a magnet school serving children in grades four through six and stressing achievement in the basic academic skills. The podlike architecture allows for team teaching, flexible scheduling, and small-group instruction. Located in the inner city, the school draws some students from the immediate neighborhood; others are voluntarily bused to the school from other parts of the city.

Program Information

Descriptors: Magnet school, urban school, intermediate grades, individualized instruction, and basic skills
Grade levels served: Four through six
Curricular emphasis: An enriched program, though not accelerated; basic skills orientation; multicultural component
Number of student participants: 265
Ethnic composition of school student population: Asian-American and Hispanic, 7 percent; black, 62 percent; white, 31 percent
Funding: Nondistrict funds
Location: On-site
Year of implementation: 1969
Special staffing: Half-time personnel: two counselors, one mathematics coordinator, an art specialist, a reading specialist, a music/career education specialist, a program facilitator, and a librarian; full-time personnel: a physical education specialist, a media assistant, a nurse, and aides
Special facilities or features: Open pod architecture, carpeting and air conditioning throughout, learning centers, and library/media center
Method of bringing students together: Some voluntary transfers (The student population from the school attendance area is already mixed.)
Student time in program: Full time
Visits/Descriptive literature: Visits can be arranged in advance by contacting the principal. Brochures are also available upon request.
Contact: Stephen Smith, Principal
College Intermediate School
1890 Orange Avenue
Long Beach, CA 90806
(213) 591-7477

College Intermediate School gives fourth-, fifth-, and sixth-graders enriched instruction beyond what they would receive in typical suburban schools. Approximately one-half of the students attending the school come from the immediate inner city neighborhood. The others are voluntarily bused from other parts of the district. The school's enriched program, principally in the area of basic skills, serves as the "magnet" to attract students from other neighborhoods. Pupils at the school are assisted in a wide variety of activities by specialist teachers, extra support personnel, aides, and volunteers.

Built adjacent to Long Beach City College in 1969, College Intermediate School was named to show its close working relationship with both the community college and California State University, Long Beach. Students from these institutions serve as tutors and counselors in small-group sessions.

Beginning in September, 1977, all fourth-, fifth-, and sixth-grade classes began participating in

City Building, an innovative social studies program involving architects in the classroom.

At College Intermediate School classes meet in large, open learning areas, or "pods." Each pod is approximately the size of four regular classrooms. This architectural arrangement allows great flexibility in grouping children according to particular lessons and to individual student needs. Team teaching and planning are also a natural outgrowth of this design.

An enriched curriculum, an open physical plant, a dedicated staff, and a voluntarily desegregated student body make this school an outstanding model of integrated education.

The school emphasizes that individual pupil achievement is the focus of all its activities. A basic reading program and individually prescribed instruction in reading allow each child to progress at his or her own pace. Pupils work independently and in small groups with either teacher- or student-selected materials. In addition, the school's basic mathematics curriculum is supplemented by the *Madera Pentagram Math Program*, an individually prescribed learning experience designed to reinforce systematically pupils' learning of fundamental mathematics skills.

In the school library/media center, pupils have access to the latest in equipment and materials. There they can work on prescribed tasks both in study carrels and at individual desks in a private work area. Students may use the library any time they are released from class as well as during large-group enrichment sessions.

In addition to a strong academic program, College Intermediate School pupils also have numerous opportunities to learn about and appreciate people from various ethnic backgrounds. The citywide student body, the integrated staff, and an extensive volunteer pool give children the opportunity to work and learn in multicultural groups. Parents are actively involved in the school program through several organizations: a school assurance steering committee, Volunteers in the Public Schools (VIPS), a community advisory council, and Parents and Children Together (PACT). Each of these organizations helps parents to understand school activities more fully and to participate in the classrooms or learning centers.

Comments of the Ad Hoc Committee on Integrated Educational Programs

College Intermediate School represents an example of how individualized instruction in the basic skills can appeal to all ethnic groups in a city school district and can serve as the "magnet" to bring these groups together. The low staff-student ratio is particularly advantageous for students needing supplementary help in reading and mathematics. The podlike open atmosphere contributes greatly to cross-racial student interaction in a relaxed and supportive environment. In short, an enriched curriculum, an open physical plant, a dedicated staff, and a voluntarily desegregated student body make this school an outstanding model of integrated education.

Delta Continuation High School

Santa Maria Joint Union High School District
(Enrollment: 4,727)

Delta High School is an alternative high school combining extensive counseling and off-campus classes with a "School of Essentials" in which instruction in the basic skills is provided in small-group sessions. Delta is a unique model for a small high school in that progress in cognitive skills is seen as wholly dependent on each student's understanding of himself or herself as a person. Thus, 60 percent of the program involves individual or group counseling.

Program Information

Descriptors: Continuation high school, guidance and counseling, basic skills, community-based education, and individualized instruction

Grade levels served: Nine through twelve

Curricular emphasis: Development of each student's self-image and interpersonal communication skills through extensive counseling; alternative approaches to learning the basic skills; problem-solving; and career education

Number of student participants: 260

Ethnic composition of school student population: Asian-American, 8 percent; black, 2 percent; Hispanic, 40 percent; white, 50 percent

Funding: District funds

Location: On-site and off-site

Year of implementation: 196[illegible]

Special staffing: One principal, one assistant, two directors (master teachers), five teachers, and a system of differentiated staffing

Special facilities or features: Chairs, tables, and sofas replacing desks; movable furniture to promote a flexible environment

Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.

Student time in program: Full time

Visits/Descriptive literature: Visits may be scheduled by contacting the principal in advance. Brochures and program descriptions are available at no cost; but reports, handbooks, and pamphlets are for sale at cost.

Contact: Lee Jaramillo, Principal
Delta High School
251 East Clark
Santa Maria, CA 93454
(805) 937-6356

Delta High School is a small, alternative continuation high school. Its program is based on the beliefs that all students are unique and that all those who desire an education should have the opportunity to receive it, regardless of past problems. Since 1968 Delta has been trying and evaluating a number of alternative approaches to secondary education. Today, a fully-developed model gives students both freedom and the responsibility for their own learning. Delta is a community of staff and students committed to personal growth and change.

A flexible environment is the key to the school's success. Staff members believe that a student's self-image governs how he or she learns, functions in society, and "manages" experiences.

Thus, the staff is primarily concerned with strengthening each student's self-image and interpersonal skills. Both the structure of Delta's curriculum and the school's extensive counseling program provide for personal recognition for students and continued opportunities for them to succeed in school.

Delta High School functions as two "schools within a school." Different instructional techniques are used in each curricular program because each is based on different goals for cognitive learning. Both curricula are totally personalized, however. In both, students have the freedom to select their courses and to determine when they will study particular subjects. Both programs are offered at many levels to allow students to learn at their own pace with materials that interest them.

Students have both freedom and the responsibility for their own learning.

The semistructured "School of Essentials" is designed for students with learning problems as well as behavior problems. A weekly modular schedule allows for small-group instruction in the "survival skills" of reading, writing, and mathematics. Other classes that are or have been offered include Spanish, career planning, life sciences, values clarification, construction technology, and ethnic studies. Each student receives instruction in English and social studies every day. This instruction is often provided to students in small groups. Students with the weakest reading skills also spend time each week in special reading modules. Those needing extra work in mathematics study with a team of four teachers in an individualized remedial math laboratory. Throughout the "School of Essentials" program, all students work at their own rate and level and receive credit only when they have mastered a specific area of subject matter. Mastery is determined on an individual basis, either by testing or by the completion of specific agreed-upon tasks.

The "Open School" allows students more freedom of choice. It operates with no set teacher or student schedules, except in the areas of reading, group process, and off-campus study. For the majority of time, a "demand schedule" allows students to work individually with an instructor in a particular area of interest. A wide variety of subjects is offered in this manner. With the exception of physical education, Delta offers all courses required for high school graduation.

With the assistance of the instructor, students may modify or redesign a course, except those limited by law, to fit their personal needs. In addition, students may set up new courses in cooperation with a teacher and with the approval of the principal. Many classes are offered off campus; and, in some cases, students may contract to undertake individual research projects in the community. In many courses of study, instruction and learning are individualized even further through the use of computer-assisted instruction, audiotapes, filmstrips, programmed texts, and a wide variety of printed materials.

The program's flexibility allows interracial friendships to develop in a relaxed, supportive atmosphere.

Perhaps the most important element of the flexibility found at Delta High is the strong belief that students should be charged with the responsibility for learning. Because many students need special help to understand this concept and to take the necessary initiative at school, counseling

is the cornerstone of the school's total program. Within both schools the staff conducts group-process classes and interpersonal communication groups to help expand the social skills of the students. In addition, every student has an adviser who acts as a personal counselor. This adviser is responsible for the student's needs in the areas of attendance, academic progress, and personal counseling and for making parent contacts.

In both group and individual counseling sessions, the staff use techniques to make the students become responsible for changing their own behaviors and attitudes. All students are held accountable for their personal and academic commitments while at school. When conflicts develop, the student's adviser works with parents, the head counselor, the school director, and the student in a group setting. It is important to stress, however, that the counseling system is totally integrated into the entire school program. Diagnosis, prescription, and follow-up are provided for each student throughout the year. Since strong self-concepts are deemed a necessary prerequisite for academic learning, all staff members are fully involved in counseling as well as teaching.

Comments of the Ad Hoc Committee on Integrated Educational Programs

In this model the program's flexibility allows interracial friendships to develop in a relaxed, supportive environment. The staff is trained and prepared to deal with tensions among students when they arise. The therapeutic counseling orientation of Delta's entire program gives all students the chance to learn to communicate with one another. Individual differences are respected; and differences in culture, language, and background can be capitalized on through flexibility in course offerings and individual projects.

While Delta's model may be replicated in any district or physical setting, successful implementation of this unique program requires a very creative and open staff, one skilled in interpersonal relations as well as academic subject matter.

Equal Opportunity in the Classroom

Office of the Los Angeles County Superintendent of Schools

Equal Opportunity in the Classroom is an in-service training program designed to help participants understand the relationship between teacher expectations for students and student learning. Through a series of workshops, each participant begins to recognize those students for whom he or she holds low expectations or high expectations. Participants then observe one another's behaviors in the classroom and, having identified their own biases in expectations, learn new strategies for ensuring equal opportunities for all students.

Program Information

Descriptors: Staff training, teacher expectations, and cross-cultural orientation

Number of participants: More than 2,500 teachers and administrators from over 70 school districts (Participants have subsequently affected over 50,000 students—33 percent in the primary grades; 37 percent in the upper elementary grades, and 30 percent at the secondary level.)

Location: On-site for classroom observations and possibly off-site for training

Year of implementation: 1971

Special staffing: A project director, two training assistants, a statistical clerk, and a clerk-typist

Special requirements: A room that can accommodate 30 people and three or four simultaneous discussion groups; five three-hour blocks of time spaced one month apart; and opportunities for teachers to observe one another's classroom behavior (Audiovisual equipment is optional.)

Enrollment/Descriptive literature: Since each training session is limited to 30 participants, individuals interested in participating must reserve spaces well in advance. Districts may replicate this project, or they may contract directly with the Office of the Los Angeles County Superintendent of Schools for services. Descriptive brochures and booklets are available. A project handbook may be purchased.

Contact: Sam Kerman, Project Director
Office of the Los Angeles County Superintendent of Schools
9300 E. Imperial Highway
Room 246
Downey, CA 90242
(213) 922-6111

Whereas many inservice training programs are designed to develop or improve teachers' skills in particular subject areas, Equal Opportunity in the Classroom has as its focal point teacher-student interactions as they occur on a daily basis. The training portion of the program consists of five monthly workshops appropriate for teachers of every grade level and every academic discipline. The basic theory underlying these sessions is that teachers discriminate among students in accordance with their own expectations of students' achievement levels. If a teacher expects a particular child to perform poorly, often the teacher's behavior actually discourages the student from learning. Research has demonstrated that those students for whom teachers

hold high expectations are, in fact, rewarded and encouraged more often than those perceived as low achievers. The primary aim of this inservice training project is to identify and develop motivating, supportive behaviors for teachers to use with *all* their students. Thus, a particular objective of the program is to eliminate the types of discriminatory practices described above and thereby raise the academic achievement level of those formerly perceived by teachers as their slowest students.

The format for Equal Opportunity in the Classroom consists of two parts. The 30 teachers enrolled in each session are required to attend five monthly workshops and, during the intervening weeks, to observe one another's behavior in the classroom. A total of 15 ways in which teachers subtly encourage or discourage students have been identified. These include compliments, physical proximity, touching, personal interest, and methods of providing feedback to students about their performance. From the first session teachers begin to ask themselves, "Do all students in my classroom have an equal chance to answer questions?" "Do I give all students the same amount of time in which to respond?" "When students are having difficulty answering a question, do I give all of them the same kinds of clues?" These and similar questions are explored on an individual basis throughout the training.

Research has demonstrated that those students for whom teachers hold high expectations are, in fact, rewarded and encouraged more often than those perceived as low achievers.

At every workshop specific positive behaviors are introduced for teachers to consider and practice with their own students. Within each unit both positive and negative classroom mannerisms are compared. Each three-hour session consists of a review of literature and research findings, a demonstration of proposed new techniques, group interaction among the participants, and role playing. For the duration of the project, teachers are asked to select from among their students five they perceive to be high achievers and five they perceive as low achievers. The interactions between the teacher and these ten students are then carefully observed over the five-month period.

Between workshops teachers take turns observing one another for 30-minute periods in the classroom and "coding" the number of times they see positive and negative interactions with the target students. Each teacher is observed at least four times during the three weeks between workshops. After each observation period the observers leave the coding form with the teacher so that he or she can receive immediate feedback. This method of having trainees visit one another's classes also gives teachers a chance to view various instructional methods and materials used by their peers. At each workshop session participants have a chance to share the results of their classroom observations and to examine in depth their interactions with students. Experience has shown that the presence of an observer in the classroom encourages teachers to practice prescribed behaviors, particularly with the students

At every workshop specific positive behaviors are introduced for teachers to consider and practice with their own students.

they perceive as low achievers. When students respond favorably to this increased positive attention, the teacher's new behavior is reinforced.

Leadership training in this program is available through the Office of the Los Angeles County Superintendent of Schools. The costs of replicating this program will vary with the implementation design adopted; that is, the cost will vary on the basis of the timing of the workshops and the amount of release time available for classroom observations. Although three basic designs are now in use, adjustments can be made in accordance with the available resources and creativity of each district's project coordinator.

Comments of the Ad Hoc Committee on Integrated Educational Programs

For many years Equal Opportunity in the Classroom has helped teachers recognize their biases toward students and change their behaviors accordingly. The reality is that many teachers perceive as low achievers students from a racial and ethnic background different from their own. This program gives these teachers a structured, supportive method for learning or relearning how to allow all students equal opportunity within their classes. Since the interaction process is the focal point of the training, the program is relevant for teachers at all grade levels and in all districts. It is particularly appropriate in areas where the racial backgrounds of the staff and students differ. This process could also be a particularly appropriate and effective means of staff development in recently desegregated schools.

Fairfax Senior High School

Los Angeles Unified School District
(Enrollment: 738,438)

Fairfax Senior High School is a three-year high school in which a thorough effort has been made to involve students, staff, and the local community in addressing the academic, multicultural, and personal needs of a changing student body. Extensive staff development, adjustments in the curriculum, and senior citizen participation highlight the school's multiple-component program.

Program Information

Descriptors: Senior high school, urban school, staff training, curriculum development, and basic skills
Grade levels served: Ten through twelve
Curricular emphasis: Language development, basic skills in reading and math, cultural awareness, and educational options
Number of student participants: 2,571
Ethnic composition of school student population: American Indian, 1 percent; Asian-American, 14 percent; black, 33 percent; Hispanic, 9 percent; white, 43 percent
Funding: District funds, including a special district grant
Location: On-site
Year of implementation: 1975 (Planning began in 1971.)
Special staffing: Paraprofessionals, resource specialists, additional counseling time, ombudspersons, and a faculty coordinator
Special facilities or features: Twenty-four hour "hot line" telephone service and videotape equipment for a multicultural heritage class
Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.
Student time in program: Full time
Visits/Descriptive literature: Visits can be arranged in advance. Literature is available.
Contact: Carole Spence, Assistant Principal
Fairfax Senior High School
7850 Melrose Avenue
Los Angeles, CA 90046
(213) 651-5200

Fairfax Senior High School has maintained a strong tradition of academic excellence for many years. Once a predominantly white, middle-class school, Fairfax today has within its student body stable representations of every ethnic, racial, and cultural group residing in Los Angeles. When boundary changes began to alter the student population in 1968, faculty members, students, and community members recognized the immediate need to create a program specifically designed for a school in transition. Now, Fairfax is in the process of implementing its second "three-year plan," a multidimensional program developed cooperatively by all interested parties. This mutual sharing in the planning and daily operation of the program is cited as the primary reason for the school's success.

In 1977 the district board of education awarded to the school a special grant to continue its schoolwide efforts. In brief, the current project has four objectives: (1) to organize student and teacher human relations programs, including techniques and materials suitable for multicultural education; (2) to provide new educational

opportunities for students of varying abilities, needs, and interests; (3) to establish a program that will increase students' appreciation and understanding of their multicultural heritage and the heritage of others; and (4) to initiate programs to increase communication among and involvement of staff, students, parents, and the community. Most of the activities chosen to support these four objectives can be classified as either curriculum activities or community activities. Though specific components can only be highlighted here, they collectively represent the school's decision to reassess current student needs and, accordingly, change what is taught and who is involved in the education of youth.

Extended counseling time is provided in the evenings to accommodate working parents.

In the area of curriculum, staff training has been both extensive and diverse. Fairfax teachers in various departments are learning the techniques of teaching reading in the content areas. Some have put together a new tenth-grade English curriculum that is designed to give students a solid foundation in grammar and composition. Other teachers, with the help of a local psychologist, have devised a unique reading program that addresses both the academic and emotional needs of selected students. In September, 1977, all tenth-graders began to explore the different cultural heritages of Fairfax students through a special multicultural curriculum designed by faculty and student committees together.

Community involvement is strong at the school. Extended counseling time is provided in the evenings to accommodate working parents. Three ombudspersons represent the school to different sectors of the population. One seeks to establish senior citizen participation in school programs; another seeks to broaden communication among parents, business people, and students; and the third attempts to link the school with nearby public and private agencies. A 24-hour rumor control telephone hotline serves as a school information line when not otherwise needed. Monthly meetings involving civic leaders, staff members, and students and a series of "security breakfasts" with law enforcement officials also demonstrate the school's commitment to a wide-ranging dialogue with the surrounding community. Educational options for Fairfax seniors include regional occupational programs and centers, independent study, and a furlough program of work experience. These components demonstrate how different ethnic groups can work together successfully to maintain high academic standards and high levels of achievement in a diverse and changing urban school.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Fairfax Senior High School is a model of what can happen when strong leadership, a flexible staff, and a concerned community attempt to make fundamental changes in a high school program. The committee believes that many parts of this project can be appropriately replicated in other schools and with regular district funding only. At a previously all-white school, the combined efforts of many people enable the school to maintain academic excellence in a multicultural setting. All of the goals that the committee cited for an integrated school are addressed directly in this program.

Focus on Cultural Heritage

Porterville Elementary School District
(Enrollment: 4,122)
(Vandalia Elementary School)

The multicultural curriculum at Vandalia Elementary School focuses each quarter on the unique cultural heritage of a particular ethnic group. Serving students from Tule River Indian Reservation, the school has placed special emphasis on preserving Indian culture while stressing student achievement in basic skills. School-community relations are strong.

Program Information

Descriptors: Multicultural curriculum, American Indian emphasis, interdisciplinary approach, and elementary grades
Grade levels served: Kindergarten through grade six
Curricular emphasis: Language development, reading, mathematics, and cultural studies
Number of student participants: 542
Ethnic composition of school student population: American Indian, 20 percent; Hispanic, 16 percent; white, 64 percent
Funding: District and nondistrict funds
Location: On-site
Year of implementation: 1971 for Indian education; 1975 for multicultural units
Special staffing: Aides, volunteers, and a resource specialist
Special facilities or features: A resource room, audiovisual materials, and art supplies
Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.
Student time in program: Full time
Visits/Descriptive literature: Visits should be arranged in advance. No materials are available.
Contact: David Sarr, Principal
Vandalia Elementary School
271 East College Avenue
Porterville, CA 93257
(209) 781-6400

Schoolwide participation in four multicultural units each year is one component of Vandalia Elementary School's plan for the use of federal and state categorical aid funds. Each unit includes an interdisciplinary curriculum and instruction concerning a particular ethnic group and its cultural heritage. Both American Indians and Mexican-Americans were featured in 1975-76 and 1976-77. The English, Norwegians, Africans, and Hawaiians are among the other groups that have been featured.

Each unit includes activities, decorations, and materials selected by teachers with the assistance of a teacher specialist and aides who staff a resource room. Each unit also culminates in a schoolwide assembly that focuses on the particular ethnic heritage. Community members participate in such ways as sharing heirlooms, participating in classroom activities, providing recipes, and helping to organize field trips. A community ethnic fiesta is held annually.

Indian education involves cooperation with the Tule River Indian Reservation, which is the home of more than 100 students enrolled at the school. Of the 36 aides at the school, 13 are Indian. Summer school is conducted at the reser-

vation. In a separate, federally funded program there, students receive tutoring and counseling services and reinforcement in preserving their Indian cultural heritage.

Frequent inclusion of ethnic foods in the cafeteria, field trips to the Tule River Indian Reservation, and a well-staffed resource room are noteworthy features of the multicultural program at the Vandalia Elementary School. Human and material resources are also shared with the Indian education programs of the intermediate schools, Porterville High School, and Porterville Community College.

Comments of the Ad Hoc Committee on Integrated Educational Programs

This approach to multicultural education, although essentially based on separate ethnic studies, does achieve cross-cultural objectives. It depends heavily on American Indian resources not available to many schools. Replication would be difficult in situations in which such resources and special funding are not available.

Intergroup Outdoor Experience

Pittsburg Unified School District
(Enrollment: 6,061)

Fifth-grade students from diverse schools spend a week at an outdoor camp. They participate in a highly structured academic program in which outdoor education is combined with a variety of activities selected to promote intergroup understanding. This is a shared learning and living experience for students, high school peer counselors, and staff of many different ethnic groups.

Program Information

Descriptors: Outdoor education, elementary grades, interdisciplinary approach, and multicultural curriculum

Grade level served: Fifth (Selected students in grades eleven and twelve serve as peer counselors.)

Curricular emphasis: An interdisciplinary approach to combining outdoor education with concepts of intergroup education (for example, comparing natural environments with social environments)

Number of student participants: 407 in grade five and 66 in grades eleven and twelve

Ethnic composition of student program participants: American Indian, 3 percent; Asian-American or Pacific Islander, 7 percent; black, 29 percent; Hispanic, 19 percent; white, 42 percent

Funding: District and nondistrict funds

Location: Off-site at the camp and on-site for follow-up

Year of implementation: 1974

Special staffing: A lead teacher to coordinate the program, trained high school peer counselors, and four consultants at camp only (a bilingual naturalist, an ethnic dance instructor, and two environmental educators)

Special facilities or features: A rented camp facility (cabins, a dining area, a kitchen, and the like), bus transportation, instructional materials, and office supplies

Method of bringing students together: Participation by students from different schools

Student time in program: Full time for five days and four nights

Visits/Descriptive literature: Visits must be arranged well in advance. (The program operates between September and December only.) Descriptive program materials and information on other environmental education projects in Pittsburg are available.

Contact: Alan L. Austin, ESAA Coordinator;
Edith Carlson, Environmental Education Lead Teacher
Pittsburg Unified School District
2000 Railroad Avenue
Pittsburg, CA 94565
(415) 432-4705

The Pittsburg Unified School District offers an integrated environmental experience for all fifth-grade students in the district. For five days and four nights, teachers, administrators, peer counselors, and 150 fifth-graders from different schools live and study together at a rented camp facility in northern California. The week-long program is a highly structured mix of academic subjects

taught outdoors; elective classes in multicultural education; and afternoon trips to the ocean, a pond, and the forest.

Throughout the day all activities focus on the relationship between ecological concepts and human interaction. This is the major theme around which the entire week's program is organized. In various ways the animal and plant worlds are compared with the human world, and fifth-graders become aware of the complex interrelationships within nature and society.

While at camp, students live in small "cabin groups" with fifth-graders from different schools and different ethnic and cultural backgrounds.

While at camp, students live in small "cabin groups" with fifth-graders from different schools and different ethnic and cultural backgrounds. A peer counselor selected from Pittsburg High School and specially trained for this program is assigned to each racially mixed cabin group. These counselors not only serve as mother or father figures for the students (many of whom have never been outside the city or away from home overnight) but also function as role models. Close relationships develop between students and their counselors both at camp and on returning home. The counselors and the students represent a wide variety of ethnic backgrounds.

Immediately upon arriving at the camp, all students receive an on-site orientation to the camp program. Certain concepts of democratic living are introduced, and possible problem situations (for example, homesickness and use of medication) are discussed. The students and staff together set any rules they wish to have while at camp. Individual rights are stressed. Care for all things, both living and nonliving, is a collective goal.

Students are encouraged to find and develop new friends each day. Every night at the campfire or other evening activities, they have a chance to introduce these new friends to the entire group. Skits and short dramatizations are presented nightly to promote group cooperation. A program of ethnic dancing also enhances interaction as well as cross-cultural understanding. Once a day teachers meet with their regular classes so that the students may share experiences, build classroom loyalty, and work out any problems they might have developed. Throughout the week continual attention is paid to how students are responding both to one another and to their new outdoor environment.

Before participating, all fifth-grade teachers receive inservice training in how to use nature as a giant classroom. The district's environmental education lead teacher shares both lesson plans and materials in native crafts, poetry, practical outdoor math, language arts, and science. Teachers plan together a comprehensive daytime program of required academic activities and elective classes in music, art, drama, and dance. In 1976 four consultants (including a bilingual naturalist and a teacher of ethnic dances) were also on hand to lead both small- and large-group sessions. In

The opportunity to change environments completely and to share the experience with diverse people has benefited staff and students regardless of the racial and ethnic composition of their school.

each one of the activities, students interact with others from different schools and different backgrounds.

In addition to being mixed racially in cabin groups and classes, the fifth-graders are constantly working with and observing racially and ethnically mixed high school students, teachers, and other staff who voluntarily participate in this integrated experience. While talk and platitudes about intergroup relations may never reach young children's ears, role models, fascinating outdoor programs, and new friendships often impress them deeply.

This unique experience for urban fifth-graders gives the children a chance to explore a totally new world with others equally excited to be there. According to reports from parents, teachers, and principals, racial differences become secondary to the shared week of learning, living, and growing together.

Comments of the Ad Hoc Committee on Integrated Educational Programs

This program demonstrates a creative blend of outdoor education and intergroup awareness. A major contributor to the success of this experience has been the spirit of cooperation and mutual respect demonstrated by the entire district staff. From the superintendent to the individual classroom teachers, there has been a strong and continous commitment to this program and its goals.

Teachers, counselors, and principals all attest to the project's positive effects on students' self-image and attitudes, both during the week at camp and long afterward. The ad hoc committee believes that this model could be successfully replicated in other districts as an excellent means of preparing teachers, students, staff, and parents for desegregation. In these cases students would have a chance to experience positive interactions before they are actually mixed at the school sites. The opportunity to change environments completely and to share the experiences with diverse people has benefited staff and students regardless of the racial and ethnic composition of their school.

Lakeshore Elementary School

San Francisco Unified School District
(Enrollment: 74,800)

Originally a kindergarten through grade three school under districtwide desegregation, Lakeshore is now a pilot kindergarten through grade five elementary school. A strong traditional primary program has been a major factor in maintaining the school's long-standing record of high achievement by a racially mixed student body. Parents from all ethnic communities represented at the school are involved in many phases of the daily program.

Program Information

Descriptors: Desegregation by court order, urban school, primary grades, and basic skills

Grade levels served: Kindergarten through grade five

Curricular emphasis: Mastery of basic skills through highly structured, individual classroom instruction; parent-staffed program of perceptual motor skills; and intergroup understanding

Number of student participants: 405

Ethnic composition of school student population: Asian-American, 14 percent; black, 28 percent; Filipino, 3 percent; Hispanic, 4 percent; white, 42 percent; other nonwhite, 9 percent

Funding: District funds

Location: On-site

Year of implementation: 1972, when all San Francisco elementary schools were desegregated

Special facilities or features: Perceptual motor equipment for the parent-staffed program in kindergarten through grade two

Special staffing: Three aides in special education classes only and a part-time librarian

Method of bringing students together: Court-ordered desegregation

Student time in program: Full time

Visits/Descriptive literature: Visits should be arranged in advance. No descriptive materials are available.

Contact: Nora Haymond, Principal
Lakeshore Elementary School
220 Middlefield Drive
San Francisco, CA 94132
(415) 664-6768

Lakeshore Elementary School is an example of how staff, parents, and children can work together toward full integration at a desegregated primary school. For many years Lakeshore enjoyed an excellent academic reputation within San Francisco. Its teachers were skilled, they had high expectations for their students, and the children generally learned to read well in their early school years. Before court-ordered desegregation began during the fall of 1972, nearly all of the school's students were from the surrounding white middle-class neighborhood. Today, with an ethnically mixed student body, Lakeshore's students continue to be among the highest achieving elementary school students in the city. The atmosphere is open and friendly, and students mix well both in the classroom and on the playground. In the opinion of many, the school's success is due mainly to the unceasing and cooperative efforts of the principal, teachers, and parents in creating a truly integrated atmosphere for learning.

It is important to note that Lakeshore Elemen-

tary School receives no extra state or federal funds whatsoever. It has a highly structured, traditional program of self-contained classrooms in which basic skills are strongly emphasized.

The teachers are experienced, and each uses a variety of materials and approaches. Reading is a part of the curriculum in all classes. The degree to which instruction is individualized depends on the preferences of each teacher. Children needing extra help are tutored by students from nearby Lowell High School. A creative arts group from Lowell also works with many Lakeshore teachers and students in the areas of drama and music. In addition, Lakeshore has programs for visually handicapped and aphasic students and a class in English as a second language for students whose primary language is Chinese.

When busing first began, parent participation at the school was virtually nonexistent. Strongly believing that integration could not be achieved unless all families "identified" with the school, the principal and staff began a tireless campaign to reach and involve parents of all races. Home visits, evening telephone calls to working parents, and school social events were used to build a sense of community among the parents whose children attended the school. The results have been staggering.

Today more than 75 parents are actively involved with the school. Some staff the library four days a week; others conduct a parent-organized program of perceptual motor skills for children in kindergarten and grades one and two. Still others serve as volunteers in classrooms. Each May parents put on an annual "Spring Fling" dinner and carnival for the entire school community. At this event the parents feed over 1,000 people—from toddlers to grandparents to teachers and janitors. In all of these activities, adults from many different ethnic backgrounds share their skills, talents, and time. The school receives unusual cooperation and support from the many San Francisco neighborhoods represented by its student body.

One major reason that parents endorse this program so enthusiastically is that their children are achieving well. For example, on 1976 state-wide reading tests, Lakeshore's second-graders scored in the 90th percentile. Although gifted classes at the first-, second-, and third-grade levels do affect the high scores of the school, the academic accomplishment of most pupils is still substantial. Under the district's original desegregation plan, Lakeshore was a kindergarten through third-grade school. A fourth grade was added soon after desegregation began. When the superintendent decided to pilot a "K-5, 6-8, 9-12" reorganization in certain schools, Lakeshore parents lobbied successfully to be included in that group. Thus, in September, 1977, the school added still another grade level—thanks to the joint testimony of parents, staff, and children at board of education hearings. Their argument was that school integration was proceeding well, students of all races were learning to read, and parents were united in support of the program. From the mere reassignment of pupils in 1972, Lakeshore has come a long way as a cooperative school community.

With no outside funding teachers maintained their own traditional teaching styles, their emphasis on basic skills, and their high expectations for *all* students.

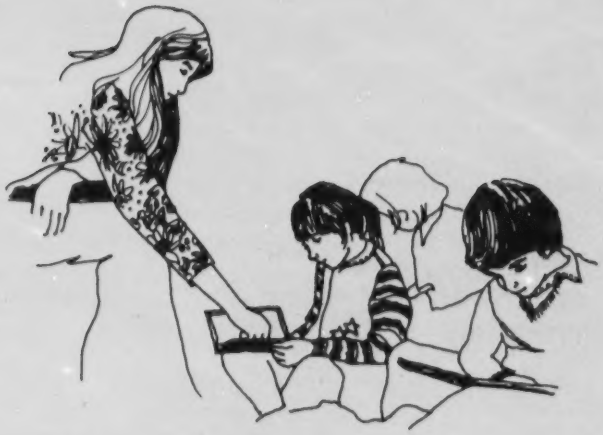
Comments of the Ad Hoc Committee on Integrated Educational Programs

With no outside funding these teachers maintained their own traditional teaching styles, their emphasis on basic skills, and their high expectations for all students. They also recognized the need to involve parents deeply in many phases of the program. The results, six years later, demonstrate an exciting, successful environment for learning and a truly integrated setting in which equality for all students is always the goal.

Martin Luther King, Jr., Elementary School

Stockton City Unified School District
(Enrollment: 26,308)

King Elementary School is an open-space, pod school with an ethnically balanced student population. The school program is characterized by team teaching, an individualized curriculum in the basic skills, and a management system to facilitate multicultural education throughout all subject areas. Parents are involved in many aspects of the school program.



Program Information

Descriptors: Urban school, elementary grades, individualized instruction, basic skills, magnet school, and desegregation by court order
Grade levels served: Kindergarten through grade six
Curricular emphasis: Individualized instruction in the basic skills and multicultural education throughout the curriculum
Number of student participants: 770
Ethnic composition of school student population: Asian-American or Pacific islander, 2 percent; black, 26 percent; Hispanic, 32 percent; white, 40 percent
Funding: Nondistrict funds
Location: On-site
Year of implementation: 1970
Special staffing: A multicultural specialist, two instructional specialists, a community liaison person, a counselor, a resource teacher, bilingual specialists, and a language development teacher
Special facilities or features: Open-space, pod school constructed for a flexible, individualized program
Method of bringing students together: Voluntary transfers and enrollment that is open to all students in the district
Student time in program: Full time
Visits/Descriptive literature: Arrangements to observe the program can be made by contacting the principal. A brochure describing salient features of the school is available.
Contact: Janie Reddish, Principal
King Elementary School
2640 East Lafayette Street
Stockton, CA 95205
(209) 466-3911

King Elementary School opened in April, 1970. The school was built with special funding given with the stipulations that the student body be ethnically balanced and that an integrated instructional program be implemented. Located in a low socioeconomic section of Stockton, the school draws students from all parts of the city. Because it is both architecturally and educationally different from other elementary schools in the district, King School attracts an extremely diverse student body.

The physical plant was designed to allow maximum flexibility in the program. All staff members use a team teaching, continuous progress approach within an open-space, pod setting. Specifically, the school building consists of individual pods, five of which contain four to six learning stations. Each station includes a wide variety of materials and equipment for use by both groups and individual students. The big open area in the center of each pod is used for large-group instruction. A large multipurpose room, which also serves as the school cafeteria, is surrounded by four pods. In addition, the administration center consists of one building for offices and another that houses the school library.

Also included are four pod conference rooms for teacher planning meetings and a curriculum laboratory. In all, the campus encompasses over 12 acres.

The program at King Elementary School is aimed at meeting the individual needs of each child. At a recent summer planning workshop, the staff formulated a statement of the school's philosophy. The first three points of this statement are that (1) all children can learn; (2) no child shall be prejudged; and (3) no child shall fail. Because the faculty recognizes that all children do not learn at the same rate, the entire academic program is highly individualized. The school is ungraded, with the curriculum planned in a series of levels for each subject area. Children work at the levels that are appropriate to their needs, and each child progresses at his or her own rate, completing one level at a time. Students are grouped on the basis of their academic needs instead of by age. They move from one level to the next as they are ready. Under this system the concept of repeating or skipping a grade is eliminated. Teachers diagnose students' needs and prescribe programs for each child, and students work both individually and in small groups.

Children of all ages are involved in learning and sharing the cultural history and heritage of each ethnic group represented in the student body.

Team teaching and planning are integral parts of this program. Teachers meet constantly to ensure that each child is working with the materials and the staff person that are appropriate to his or her individual needs and style of learning. The basic goals of team teaching, supported by team planning, are to give each child individualized instruction and to increase the teaching competence of all adults working in the program. An operational council, consisting of all team leaders and curriculum specialists, meets weekly to determine the overall direction of the school's program.

Basic skills are strongly emphasized at King School. A management system is used in both reading and mathematics to coordinate individual student programs. As part of the management system, a profile in both subjects is kept for each child. Career education is interwoven throughout the reading curriculum. A handbook that contains a list of community resources, guest speakers, and suggestions for group activities is maintained. The library media center is also used extensively in the teaching of reading. In addition, a partial bilingual program is in operation at the school. All limited- and non-English-speaking children receive intensive instruction in English and instruction in other subjects in English and their primary language.

The integrated programs devised by the staff are equally appropriate for use in all types of mixed ethnic school communities.

Multicultural education is stressed as a major portion of all academic areas. Children of all ages are involved in learning and sharing the cultural history and heritage of each ethnic group represented in the student body. Teachers use study groups, outside speakers, and schoolwide special assemblies to give students a continuous blend of culturally integrated experiences. In addition, the school has a multicultural center that includes many kinds of materials on various ethnic groups. The teachers have compiled a catalog of all multicultural education materials that are available at

the school, including books, cassettes, ditto masters, filmstrips, games, records, study prints, and transparencies. The materials are listed by ethnic group.

The staff believes that parent participation is crucial for successful student performance. Regarding policy issues, parents can serve on one of two committees. The instructional council is a group of parents, staff, and administrators that advises the school administration on matters of curriculum and budget. The school advisory committee, a 15-member group of parents, is the communications link between the school and the community. In addition to advising on the overall program, this group takes part in the screening of personnel and in program evaluation. Parents also volunteer regularly in the daily program. Regularly scheduled meetings between teachers and parents serve to maintain open communications on each child's progress.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Although very few districts could afford to replicate this entire program and the unique facility, many could afford to adapt parts of the curriculum. King School's student population is drawn from all over the city, and the integrated programs devised by the staff are equally appropriate for use in all types of mixed ethnic school communities. The plan for team teaching, the multicultural materials, the management system for basic skills, or the individualized program of staff development could all be applied in a variety of settings, both urban and rural. Combined as they are at King Elementary School, these elements comprise a particularly exciting educational program.

Multicultural Curriculum Design I

Hayward Unified School District
(Enrollment: 20,321)
(John Muir Elementary School)

At Muir School, an ethnically diverse inner city school, teachers and administrators have put together a varied program of multicultural learning. Activities focus on improving students' self-concept, self-expression, and appreciation of ethnic heritages. Extensive staff development has resulted in school unity, a unique management system, and a far-reaching multicultural curriculum in the elementary grades.

Program Information

Descriptors: Multicultural curriculum, elementary grades, cross-cultural, interdisciplinary curriculum, and staff development

Grade levels served: Preschool through grade six

Curricular emphasis: Concepts of multicultural awareness and self-esteem integrated into traditional subject areas of the elementary school curriculum

Number of student participants: 430

Ethnic composition of student program participants: Asian-American, black, and Middle Eastern, 3 percent; Hispanic, 33 percent; white, 64 percent

Funding: District and nondistrict funds

Location: On-site and off-site

Year of implementation: 1973

Special staffing: None (Regular staff must be willing to participate in all parts of the program.)

Special facilities or features: Bus transportation for field trips and school visitations only

Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.

Student time in program: Full time in that these concepts are woven into all academic areas as well as into extracurricular activities

Visits/Descriptive literature: Visits may be arranged by contacting the school. Available materials include a visitor's handbook, copies of the school-level program plan (Form A-127ES), and a set of slides.

Contact: Celestine Randall, Principal
John Muir Elementary School
P.O. Box 5000
Hayward, CA 94544
(415) 881-2836)

Five years ago, Muir Elementary School began an important process of change. The principal was concerned that the educational program provide integrated experiences, both academic and extracurricular, for the racially mixed student body. Initially, efforts were made by administrators and teachers to establish a multicultural curriculum emphasizing ethnic heritages. Dances, songs, holidays, and foods of different racial groups highlighted the original program.

As the principal and staff pursued their project, the need for a more complex, personal, and deep-rooted approach to multicultural education began to emerge. An extensive series of inservice workshops was initiated to help the members of the school staff examine their own beliefs, atti-

tudes, and behaviors. This first stage in the evolution of a new school program was a deliberate effort of staff members to discover how they might be contributing to tension and conflict among different racial groups of children.

The staff members did not limit their self-assessment to classroom behavior but, at great personal risk, examined their own prejudices, basic expectations, and personal biases. As their self-awareness grew, they became increasingly ready to design an in-depth program for children. The program that they developed is a systematic set of experiences that helps children work and play together as human beings.

The in-depth multicultural program at Muir School is an integration of sequential concepts designed to help students appreciate themselves as well as others. Young children are encouraged to develop an understanding of persons belonging to social, cultural, ethnic, and religious groups different from their own. Essential to this process is the strengthening of each child's own self-concept. Thus, the major goal of the entire program is to enable students to achieve academically with both a sense of self-confidence and a deep regard for others.

Through the activities implemented by the staff, three concepts are interrelated and stressed. The first involves learning about the historical contributions of various ethnic groups to Ameri-

This school illustrates how a committed site leader can initiate, support, and follow through with a program of staff development that results in changed attitudes.

can culture. This includes an examination of the families, celebrations, and holidays of peoples in the United States and all over the world.

The second concept involves encouraging students to express themselves freely through art, drama, poetry, and music. These particular activities are structured to enable students to understand themselves better and to grow in personal self-regard. Teachers use a variety of classroom techniques, including "magic circles," Duso kits, dramatic play, and sharing groups.

The third program concept focuses on five specific values: faith, love, honesty, truth, and justice. A management system has been devised to record each student's growth and improvement in these areas. A systematic set of classroom experiences was designed to promote each of these five values.

To provide for coordination of all phases of the school's multicultural program, teachers use cur-

The school is a model of shared responsibility among administrators, teachers, and parents.

riculum materials from a wide variety of sources. The teachers at Muir School use multicultural materials throughout their regular classroom instruction in the traditional subject areas.

Primary among these materials is the *Multicultural Action Pac,* an elementary curriculum developed by teachers in the Hayward district. The materials consist of a set of objectives, criteria, lessons, activities, and resources for use by elementary school teachers. Included are four manuals that contain an outline of a unique approach to multicultural education. The first centers on developing the child's self-esteem; the second deals with human relations; the third includes descriptions of various approaches to the study of ethnic cultures; and the fourth is an "activity bank" that contains a list of specific ways for teachers to reinforce the objectives given in the first three manuals. Thus, teachers can select from these resources the particular experiences that they believe would be most productive for their classes. Such experiences have included drama and music activities, assemblies, visits to other schools, art and dance activities, creation of bulletin boards, and special parent-planned activities. All are of a multicultural nature.

In addition to this district curriculum, the staff at Muir School has compiled a resource list of commercially developed materials that focus on the self-concept. Finally, the teachers have designed their own curriculum guide and inservice training package, which contains an explanation of the operation of their entire multicultural program. Included are descriptions of all materials

that are used to support the school's multicultural goals.

A vital part of Muir School's changing curriculum is its increasing level of parent involvement. Parents and other community members become more supportive of the program as their level of participation increases. Parents are totally involved in all aspects of the school, and the number of parents taking part has increased greatly since the multicultural program began. Parents continue to support an integrated and multicultural approach to their children's education.

Throughout this program the school's administration has given firm and clear direction to the integrated educational program. Uniquely, the principal has developed a systematic means of building self-esteem and self-confidence not only in the children but also in the staff members. This has made the critical difference in the success of the school's current multicultural program.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Muir Elementary School was selected for inclusion in this report because it demonstrates that building an integrated educational program is a developmental process. In four years the staff completely transformed a "traditional" approach to multicultural learning and in so doing greatly extended the basic academic curriculum. Many aspects of the total program at Muir School could be replicated in any elementary school setting. In addition, this school illustrates how a committed site leader can initiate, support, and follow through with a program of staff development that results in changed attitudes. Today, the school is a model of shared responsibility among administrators, teachers, and parents.

Multicultural Curriculum Design II

Jefferson Elementary School District
(Enrollment: 7,600)

The Multicultural Curriculum Design II program includes thorough staff development, specific activities for each grade level, a central multicultural resource center, and individual resource rooms at participating schools. A series of locally written multicultural materials is now in use throughout the district.

Program Information

Descriptors: Multicultural curriculum, cross-cultural staff training, and elementary grades
Grade levels served: Kindergarten through grade eight
Curricular emphasis: Social studies, language arts, and the fine arts
Number of student participants: 7,600
Ethnic composition of program participants: Asian-American, 24 percent; black, 16 percent; Hispanic, 20 percent; white, 40 percent
Funding: District and nondistrict funds
Location: On-site
Year of implementation: 1974
Special staffing: Six resource teachers, a coordinator, a community relations specialist, and six part-time aides
Special facilities or features: An educational development center and audiovisual materials
Method of bringing students together: District policy
Student time in program: Full time
Visits/Descriptive literature: Arrangements for visits should be made in advance. A brochure and a monthly calendar are available.
Contact: Ronald Fortune, ESAA Director
Jefferson Elementary School District
101 Lincoln Avenue
Daly City, CA 94015
(415) 992-1000

In the 1975-76 school year, personnel from the Office of Multicutural Education of the Jefferson Elementary School District wrote and field-tested a group of multicultural social science units. These units were designed to increase students' awareness of the importance of harmony in a society composed of diverse cultures. Their emphasis was on cultural differences, self-concepts, ethnic identity, analysis of social situations, recognition and avoidance of behaviors that hurt others, interaction in a pluralistic society, and recognition of the broad diversity of occupational choices. Included throughout the units were academic subjects and concepts parallel to those in *Social Sciences Education Framework for California Public Schools* and the *San Mateo County Course of Study*. Furthermore, the units were based on sequentially developed cognitive skills for critical thinking. Upon completion of the field-testing, input about the units was received from teachers, curriculum committees, social scientists, and State Department of Education personnel. The units were then revised and are currently being pilot-tested in three schools.

The district's current emphasis in curriculum development is on a multicultural language arts program. Ethnic literature books are being selected for use in kindergarten through grade six. In the ethnic literature program, emphasis is placed on

comprehension through the use of literal, inferential, evaluative, and appreciation questions. These questions will be written on cards that will be placed in a pocket within each book jacket of the literature books.

In the multicultural component two staff development workshops are provided for each school in the district. Two series of minicourses are conducted to provide guidance for teachers in implementing multicultural education in all areas of the curriculum. Particular attention is given to training school staffs to implement the multicultural social science units.

Another function of the multicultural education program is to assist schools in providing multicultural activities in the fine arts to increase students' cultural appreciation. Activities that involve students, teachers, and the community in meaningful multicultural experiences are encouraged. International days and fairs are examples of such activities that have been conducted as part of this program.

Comments of the Ad Hoc Committee on Integrated Educational Programs

The program in the Jefferson Elementary School District represents a broad, varied instructional approach to multicultural education for students in kindergarten through grade six. Materials for use in grades seven and eight are now being developed. Successful implementation of such a program is dependent upon the degree of interest on the part of the staff and upon staff members' receiving adequate inservice training.

Multicultural Curriculum Design III

Oakland Unified School District
(Enrollment: 53,321)
(Jefferson Elementary School)

Jefferson Elementary School has been designated as the Oakland Unified School District's "specialty," or model, school in the area of multicultural education. The teachers have compiled an extensive set of materials covering the contributions of six major ethnic groups and have developed related activities for use in learning centers throughout the elementary grades. The school and its staff are used in the training of other district teachers and administrators.

Program Information

Descriptors: Multicultural curriculum, cross-cultural interaction, elementary grades, urban school, interdisciplinary curriculum, and staff training
Grade levels served: Kindergarten through grade six
Curricular emphasis: Multidisciplinary lessons at each grade level, including activities in art, music, reading, social studies, and language arts
Number of student participants: 1,054
Ethnic composition of school student population: American Indian, 3 percent; Asian-American, 3 percent; black, 55 percent; Hispanic, 26 percent; white 13 percent
Funding: Nondistrict funds
Location: On-site and off-site
Year of implementation: 1974
Special staffing: One instructional assistant (Classroom teachers spent time during the summers preparing materials.)
Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.
Student time in program: Full time
Visits/Descriptive literature: Arrangements for visits can be made by contacting the school principal. Materials may be checked out from the curriculum center.
Contact: Barbara Blythe, Project Director
Jefferson Elementary School
2035 40th Avenue
Oakland, CA 94601
(415) 532-5335

Several years ago a group of Oakland elementary school teachers began their own curriculum development project. The project evolved because staff members at Jefferson Elementary School recognized a continual need for relevant materials in a multiethnic and highly complex urban district. Working together for three summers, they created an entirely new multicultural curriculum for use in the elementary grades. The program was implemented at Jefferson Elementary School in 1974 and is now cited by the district as a model curriculum for other schools to follow.

The teachers' primary goal in undertaking this project was to develop a set of activities to bring together students of different racial, ethnic, and socioeconomic backgrounds for purposes of developing cultural understanding. The project staff agreed that teaching children academic subjects and skills without addressing social and human-

istic responsibilities increases the possibility of destructive intergroup conflict. The staff believed in particular that the study of minority group contributions to American history and culture is essential to reinforce positive attitudes among young children.

Given these premises, Jefferson School's multicultural education committee designed and implemented an innovative plan to complement the district's existing elementary curriculum. The program is based on grade-level objectives for teaching multicultural education in a cross-disciplinary fashion. Individual curriculum units on basic human relations and on specific ethnic groups serve to support these objectives. Dozens of specific classroom activities are prescribed for the study of the cultures of Native Americans, Mexican-Americans, Chinese-Americans, Afro-Americans, Japanese-Americans, and Filipino-Americans. Included also are suggestions for music and art activities, audiovisual materials, field trips, games, assemblies, and community resources. Teachers are given directions for setting up multicultural learning centers in their classrooms and for using materials from local media files. These materials—records, filmstrips, books, and pictures of a multicultural nature—are listed in a resource catalog prepared by the original writing team.

Children cook, construct items associated with other countries, conduct multicultural festivals, and correspond with students of different ethnic backgrounds.

Multicultural assemblies are held throughout the year and include grade-level presentations featuring the cultural traditions of one or more ethnic groups. For each grade level one member of the multicultural education committee is responsible for coordinating cultural activities among the classes. Many events involve team teaching and planning.

Children cook, construct items associated with other countries, conduct multicultural festivals, and correspond with students of different ethnic backgrounds.

In addition, every grade level plans and conducts one large multicultural project involving the community. These may take the form of a dinner, fiesta, fair, or field trip. Parents are involved in many of these activities, both during and after school. Parents have their own room on the campus.

It is important to point out that Jefferson's multicultural program involves all people of the school community regardless of their role, background, or age. The curriculum was structured and has been implemented with a wide range of opportunities for including a diversity of people. Children benefit from seeing parents, teachers, administrators, paraprofessionals, and other community members sharing their own cultural backgrounds harmoniously. This is the ultimate goal of Jefferson's project; and, in the estimate of the district, the project is succeeding.

Comments of the Ad Hoc Committee on Integrated Educational Programs

This curriculum could be used in almost any district in California. Although a school or district replicating the program would need no extra facilities, staff training is considered essential. The materials should be useful in overcoming racial isolation within ethnically mixed schools or in promoting respect and understanding in districts embarking upon desegregation. The activities that are outlined in the guides can serve to bring together children from the major ethnic communities in the state to study their various cultures and histories.

Multicultural Education in a Rural Area

Val Verde Elementary School District
(Enrollment: 581)

Multicultural Education in a Rural Area is a many-faceted program of multicultural enrichment provided throughout the school day academic curriculum and after school through community participation in tutoring, field trips, counseling, and the arts. This rural school district serves a multiracial student body from a wide geographic area.

Program Information

Descriptors: Individualized instruction, rural school, elementary grades, multicultural curriculum, and tutoring
Grade levels served: Kindergarten through grade six
Curricular emphasis: Basic skills development through an extended day enrichment program; multicultural learning through curriculum materials; field trips; and strong community involvement
Number of student participants: 581
Ethnic composition of school student population: black, 40 percent; Hispanic, 20 percent; white, 40 percent
Funding: Nondistrict funds
Location: On-site and off-site
Year of implementation: 1974
Special staffing: A resource teacher, a community services specialist, instructional aides, youth services specialists, and a counselor
Special facilities or features: None
Method of bringing students together: Originally through desegregation
Student time in program: Full time
Visits/Descriptive literature: Visits may be arranged in advance. Materials are available in limited quantities.
Contact: Norman Towels, Director, Special Projects
Val Verde Elementary School District
21-100 Oleander Avenue
Perris, CA 92370
(714) 653-8900

The Val Verde Elementary School District encompasses 78 square miles (202 square kilometres) of agricultural land in Riverside County. Over 80 percent of the district's 581 students are bused to its two elementary schools. Because this student population is racially mixed, several years ago the district staff began a concerted effort to reduce minority group isolation within its schools. The multicultural awareness program that has evolved is a potpourri of activities and events for people of all age groups in the school community. These activities are conducted during the school day and afterward, on and off campus, within the local surroundings, and in metropolitan Los Angeles. Although much of the after-school program is voluntary for both students and community members, in this rural area the school district has become an active center of multicultural learning for practically everyone in the community.

During the school day multicultural awareness is an integral part of the regular elementary curriculum. Concepts of intergroup education are presented systematically and in a clear, developmental sequence. Students examine their physical similarities and differences, the uniqueness of their individual family histories, their personal feelings, and their emotions. Prejudices are first

distinguished from dislikes and then discussed as the results of people's misunderstandings about biological and cultural differences. In pursuing these issues, teachers may draw materials from the district's multicultural center, which includes numerous items relating to different ethnic groups. In the classroom the staff use poetry, music, art, role playing, and audiovisual materials to communicate these concepts. Many of the teachers have received extensive inservice training in the use of multicultural curriculum materials and in the teaching of ethnically diverse youngsters. Individual staff members keep monthly calenders of the multicultural events they will be leading.

Val Verde's after-school program expands upon concepts covered in the classroom. A major goal of the district's entire project is to develop innovative ideas for increasing academic proficiency while exposing children to multicultural experiences in the creative arts. Every day, the extended day program is offered for one hour in the morning for primary grade children and in the afternoon for students in grades four through six as well. Enrichment classes are taught by paraprofessionals, college students, and community volunteers. Students can voluntarily attend classes in photography, music, modern dance, creative writing, audiovisual mechanics, drama, sewing, Spanish, arts and crafts, and nutrition. The program is very popular with students and parents alike.

In addition to its after-school program, the district sponsors field trips to Los Angeles to expose students to an urban multicultural environment. Children are taken to museums, shows highlighting particular ethnic cultures, theatrical performances, and restaurants. Cultural groups, such as Ballet Folklórico and Voices, Inc., are also brought into the local community to promote intergroup understanding among adults and children.

A community service specialist has worked with the surrounding population to increase parent and community involvement with all of the district's programs. The schools are now used extensively in the evenings for various types of performances, job training classes for adults, community organization meetings, and special projects such as the publication of the district's newspaper or photography projects. At a biannual "Paint In," community members transfer the children's multicultural art works and creative writing papers from classroom bulletin boards to the exterior walls of the school buildings, creating colorful murals. The parent advisory board is strong and active in the district; and, at a recent community goals conference, parents developed and articulated their own priorities for local education.

Turning the school into a community educational center could meet many local needs.

In short, this small rural school district has established a dynamic, many-faceted program of multicultural awareness. It has trained its staff and has made full use of community resources to build exciting and diverse multicultural experiences for children and adults.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Although several aspects of this program, such as its curriculum materials or its extended-day project, could be instituted in most schools, the program as a whole is particularly suited to rural communities. Many small towns have limited public recreational or cultural resources; in rural areas, turning the school into a community educational center could meet many local needs. Since Val Verde's attendance area is so expansive, children and parents have few opportunities, other than those in the district's multicultural awareness program, to interact with people of different races and ethnic groups. This situation may exist in other rural communities. If so, concerned districts and school boards may well examine Val Verde's recent programmatic efforts and successful results.

Project KEYS (Knowledge of English Yields Success)

Los Angeles Unified School District
(Enrollment: 738,438)

In Project KEYS materials have been developed for use by prekindergarten through grade three students whose primary language or dialect is Cantonese, Japanese, Korean, Tagalog, Ilocano, or Samoan. The curriculum includes beginning English exercises as well as extensive information on each of the cultural groups represented. Teachers, bilingual aides, project staff, and community advisory councils together implement the program in many schools.

Program Information

Descriptors: Asian-American emphasis, multicultural curriculum, English as a second language or transitional bilingual education, curricular development, and primary grades

Grade levels served: Prekindergarten through grade three

Curricular emphasis: Beginning English for children of Asian-American backgrounds and multicultural materials emphasizing the relationships between language and cultural heritage

Number of program participants: 1,600 students and 64 teachers at 18 school sites

Ethnic composition of school student population: Asian-American or Pacific islanders (including Chinese, Filipino, Japanese, Korean, Samoan, Thai, and Vietnamese), 50 percent; black, 5 percent; Hispanic, 10 percent; white, 35 percent

Funding: District funds for program operation and nondistrict funds for dissemination

Location: On-site and off-site

Year of implementation: 1972

Special staffing: A coordinator, one disseminator, two prekindergarten teachers, one adviser, one illustrator, and two clerical assistants

Special facilities or features: None

Student time in program: Part time

Visits/Descriptive literature: Arrangements to observe must be made in advance. The number of visitors is limited to the number that can be accommodated without disrupting the program. Program descriptions and brochures are available upon request. A large packet of materials is also available for $50. This packet includes bilingual glossaries and tapes, bilingual booklets and tapes, posters, Asian-Pacific perspective binders with cultural and linguistic materials, and filmstrips with tapes.

Contact: Janet Iwasaki, Director
Bilingual-ESL Services Branch
450 North Grand Avenue, Room G-290
Los Angeles, CA 90012
(213) 625-6743

Certain special problems and needs are unique to Asian-American communities in the United States. Although limited- and non-English-speaking children usually require special assistance, very few learning materials have been specifically prepared for their use.

The KEYS project was designed to assist prekindergarten through third grade Asian-American children in developing English-language skills. Most of the students involved in the language portion of this program are from families whose members speak Cantonese, Japanese, Korean, Taga-

log, Ilocano, or Samoan. Materials and classroom activities designed by the program staff also give English-speaking students in project schools an unusual opportunity to learn about the cultural heritage of their Asian-American peers. Since the multicultural materials developed in the project can be integrated easily into the academic program of any primary grade classroom, the project has been implemented in a variety of schools with mixed student populations.

The major goals of Project KEYS are to help immigrant children (1) understand and express ideas orally in English; (2) improve their prereading and reading skills; and (3) develop an awareness of the culture of the English-speaking school community. Several components are used to advance these goals.

The project includes five planning committees—one each for the Chinese, Filipino, Japanese, Korean, and Samoan communities. Members of these committees and those participating on the district's parent advisory council assist in evaluating commercially developed materials and in developing new curricula for classroom use. With the help of these parent and community advisers, the project staff locates and reviews materials for use with the target population. Thus far, glossaries, tapes, posters, teacher's guides, and linguistic lessons for children who speak Cantonese, Japanese, Korean, Tagalog, Ilocano, or Samoan have been developed.

Another key element in this program is the presence of bilingual aides in the classrooms. These aides are specifically recruited from local ethnic communities, and each speaks a particular group's dominant language. Bilingual aides assist the regular classroom teacher tremendously by reinforcing, extending, enriching, and individualizing the instructional program. Through their respect for the language, heritage, beliefs, and abilities of Asian-American students, these aides give children an important measure of dignity each day.

Members of local ethnic communities were deeply involved in the selection of the literature, music, and art pieces utilized in the project.

Inservice training is a very important component of Project KEYS. Staff to this project conduct continual workshops for classroom teachers and aides. Typically, these sessions are devoted to background information on Asian languages and cultures and specific techniques for instruction in English as a second language and bilingual education. Throughout the inservice training special emphasis is placed upon encouraging and maintaining each child's positive self-image. The inservice training workshops develop teachers' awareness of both the linguistic and cultural barriers that Asian-American children must overcome.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Thus far, Project KEYS has provided unique services to both teachers and children in the city of Los Angeles. The project was developed because of a need for quality materials on Asian-American cultures. Unfortunately, in many districts this need for supplies still exists. Many of the project materials are designed to assist children in learning English, but they also include extensive multicultural units. Because members of local ethnic communities were deeply involved in the selection of the literature, music, and art pieces utilized in the project, all activities have an unusual degree of authenticity and validity. Recently desegregated schools or those already ethnically mixed may well find all or portions of Project KEYS appropriate to the needs of their students. Some Asian-American immigrant children may need these materials for learning English; others, and probably the majority, can use them to promote their cultural understanding of many other races.

Strategies for Intercultural Development Through Confluent Education

Santa Barbara Elementary School District and Santa Barbara High School District
(Enrollment: 16,360)

Confluent education workshops are used to help students, staff, and the community examine some of the human dynamics present in a multiethnic society. The training varies depending on the group, but it frequently involves a number of inservice training sessions for school staff members. The activities are designed to explore the self, the ways in which individuals communicate on a one-to-one basis, and the extrapersonal content areas of different cultural heritages.

Program Information

Descriptors: Staff training, cross-cultural and interdisciplinary approach, and guidance and counseling
Grade levels served: Preschool through grade twelve and adults
Curricular emphasis: Interdisciplinary subject matter to strengthen and explore the affective domain (art, poetry, photography, music, literature, history, and the like)
Number of student participants: Approximately 500 to date
Ethnic composition of program participants: black, 5 percent; Hispanic, 38 percent; white, 57 percent
Funding: District funds
Location: On-site and off-site
Year of implementation: 1975
Special staffing: Workshop coordinators with knowledge of and training in the theory and practices of confluent education
Special facilities or features: None (Slide and tape shows and audiovisual equipment are helpful though not essential.)
Participant time in program: Part time
Visits/Descriptive literature: Visits should be arranged in advance. References on confluent education and workshop brochures are available.
Contact: J. Alex Pulido, Director, Intergroup Relations
Santa Barbara High School District
720 Santa Barbara Street
Santa Barbara, CA 93101
(805) 963-4331

A unique and dynamic approach to multicultural understanding, confluent education workshops have a strong theoretical base. The term *confluent* means a blending or merging—in this case the merging of the cognitive and affective domains of learning. Positive teaching and learning can only take place, it is argued, when one's intellect (cognitive domain) and emotions and attitudes (affective domain) mesh harmoniously. Most schools ignore individual values, feelings, and deep-rooted beliefs; yet, all of these directly affect the learning process. Confluent education requires that both intellectual and personal growth be nurtured simultaneously. Experiences that provide for integration of learning in different areas are required. These areas include the intrapersonal domain of the self (one's identity with a cultural group and one's self-concept); interpersonal one-to-one communication; and "extrapersonal" information or the subject matter of tra-

ditional courses. All confluent education exercises are structured so as to integrate these three areas of learning.

Confluent techniques have been used to develop understanding among people of different racial, cultural, or class backgrounds. In the workshops the ultimate goal is to increase the cultural awareness of each participant. By gaining personal insight into how other individuals feel (as well as how they look, act, and live), people tend to increase their acceptance of cultures different from their own.

The program offered in Santa Barbara is a multisession training program that can be used with many kinds of groups and that can be adapted in accordance with the ages, backgrounds, and purposes of those taking part. The training brings together diverse individuals and groups to share both information and feelings from different cultural perspectives. Through the use of such media as art, music, photography, and poetry (often created by participants) and through structured exploratory processes led by skilled facilitators, group members can experience on a personal level the attitudes and value systems of different cultures. In so doing, participants often confront their own prejudices. The exercises used are designed to substitute factual information about people for old stereotypes and to eliminate certain beliefs resulting from a previous lack of a multicultural exchange.

This "intercultural" confluent model has been implemented in school settings from preschool through the university level. The workshops can be used for parent and community education outside the school environment and with agencies of various types, church groups, or local political organizations. The exercises have been particularly effective in dealing with potential conflict situations within the community.

Those who have led confluent education workshops believe that all school districts have several individuals who are highly skilled in dealing with the feelings and attitudes of students. These people may be outstanding counselors, teachers, or principals. These existing human resources can be instrumental in reducing the amount of time required to learn to lead confluent education workshops. Thus, this program could be replicated by many schools. The training of leaders in other districts could require a longer period of time. In either case the workshops provide a unique structure for combining personal attitudes and beliefs with the cultural traditions of art, music, family, and literature of people of diverse ethnic backgrounds.

The training could be adapted for use with civic leaders, school board members, staffs, students, or parent groups.

Comments of the Ad Hoc Committee on Integrated Educational Programs

The ad hoc committee belives that confluent education workshops could be useful to districts that are at various stages of integration. For example, the training could be adapted for use with civic leaders, school board members, staffs, students, or parent groups. It could also be structured for any given cross-section of people (such as teachers, students, and parents in a recently desegregated school). The flexibility of the workshop format is a major asset to its use with such diverse groups.

These structured experiences with a trained facilitator allow people involved in integrating the schools to learn about one another's backgrounds in a personal, direct fashion. There is content to be covered and multicultural information to be exchanged. In addition, the workshops provide a unique setting for examining and expressing feelings of fear or mistrust, hesitation or excitement, or concern and commitment. The intercultural confluent model combines an intellectual and an emotional experience (the cognitive and the affective) so that people working together may understand one another better.

Summer Urban Exchange Program

San Diego City Unified School District
(Enrollment: 120,364)

The Summer Urban Exchange Program is a junior and senior high school summer program in which 20 students from a school with a predominantly minority enrollment are paired with 20 students from a school with a predominantly nonminority enrollment in a single urban studies class taught by two teachers. The course meets daily off campus or in one or the other of the two schools represented. Both of the school neighborhoods are used as field settings for projects in local geography, sociology, economics, and city planning.

Program Information

Descriptors: Student exchange, interdisciplinary approach, community-based education, and controlled ethnic balance
Grade levels served: Nine and twelve only
Curricular emphasis: Investigation of two urban neighborhoods through social studies research; contemporary social problems; study of city and neighborhood governments; and development of problem-solving skills
Number of student participants: 400 each summer (20 students from each of 20 participating schools)
Ethnic composition of student program participants: Asian-American, black, and Hispanic, 40 percent; white, 60 percent
Funding: District funds
Location: On-site and off-site
Year of implementation: 1973
Special staffing: For each pair of matched schools, one aide and two teachers
Special facilities or features: Bus transportation between the two school neighborhoods
Methods of bringing students together: Matching of schools
Student time in program: Four hours daily for seven weeks of summer school
Visits/Descriptive literature: Visits must be arranged in advance. No program literature is available.
Contact: Roy Harris, Curriculum Specialist
San Diego City Unified School District
4100 Normal Street
San Diego, CA 92103
(714) 293-8016

Each summer in San Diego, junior and senior high school students meet to study their city. The Summer Urban Exchange Program, established in 1973, is a district-sponsored attempt to bring together students from different neighborhoods for a community-based course in urban affairs. During the school year the "academic" version of this social studies course focuses on themes such as the purposes, problems, and planning of cities; the art and culture of neighborhoods; designs for an ideal community; and planning for change. Although many of these same topics are addressed during the summer school course, the format during the summer is entirely different from that used during the regular school year.

In the summer program 20 students are selected from a school with a predominantly minority enrollment and paired with 20 students from a

school with a predominantly white enrollment. These 40 students form one class that will meet all summer long. A teacher from each participating school and one aide (in most cases from the inner-city school) are assigned to this group of 40 students. The class meets four hours daily for seven weeks, using both school neighborhoods as starting places for its investigations. Transportation is available to bring the students together each day and to take the entire group to selected sites throughout San Diego. Over the course of the summer, the class meets approximately half the time in each of the two school neighborhoods. There, parents and other community people first help students become oriented to the new area of town. Later they act as resource people in student-run projects.

The content of this course, "urban affairs," lends itself easily to all kinds of activities in and around the major institutions of a city. When each class first meets, the students do exercises in values clarification, get acquainted with one another, and spend time on foot introducing one another to their respective neighborhoods. Each pair of teachers and the entire group of 40 students then plan together the fieldwork projects they will undertake during the summer. In addition to academic readings and discussions at each of the two schools, the group generally identifies one or more "real world" problems in a neighborhood and sets about discovering and proposing solutions. The class itself chooses the issue it wants to tackle. As an example, one group noticed a dangerous intersection near the school, researched appropriate land use regulations, and then presented its suggestions for change to the city planning commission. Through this process the class learned the structure of local government, some effective lobbying techniques, and methods of gathering data from city hall. These students went through all the steps any citizens' group would have to undertake to effect changes in a community.

San Diego's young people discover their city through one another.

In every case the project a class selects will illustrate both the workings of urban government and the relationship between one neighborhood and the city as a whole. Tremendous flexibility is built into this program through staff willingness to pursue student-initiated ideas and through the availability of transportation to all parts of the city. The staff has learned to use the buses in an innovative fashion, since the transportation budget for each class is definitely limited.

Although no inservice training is required of teachers, a tremendous amount of staff planning, creativity, and personal energy go into every summer's experience. Teachers and aides, as well as students, are carefully chosen to participate in this program. Although at present the course is offered only during the summer in this particular format, the district is currently exploring ways to offer it during the regular school year, using a broader, interdisciplinary approach.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Probably the most outstanding feature of this program is the way its two components—the pairing of two schools and the academic purpose of studying the city—complement each other. The summer course provides a unique chance for junior and senior high school students to work with peers from different backgrounds in addressing "real world" problems. This program provides students with information on city government and a mixed group setting for learning problem-solving skills. It is important to keep in mind, however, that students are carefully selected for this program and that its success may depend to some degree upon the commitment of these highly motivated students. Districts interested in replicating this program should consider this fact carefully and plan accordingly. The Summer Urban Exchange Program is an integrated learning experience for San Diego's young people, who discover their city through one another.

Tutorial/Guidance Program

Monrovia Unified School District
(Enrollment: 11,320)

Monrovia Unified School District's Tutorial/Guidance Program is conducted at two middle schools, a comprehensive high school, and a continuation high school. The program provides for individual attention for selected students through tutoring and counseling. An effort is made to ensure that tutors/counselors and tutees/counselees are of different ethnic backgrounds. Home-school contacts by a community liaison worker serve to support the individual guidance sessions.

Program Information

Descriptors: Intermediate grades, junior high school, senior high school, tutoring, and guidance and counseling
Grade levels served: Six through twelve
Curricular emphasis: Interdisciplinary study
Number of student participants: 425
Ethnic composition of school student population: Asian-American, 3 percent; black, 23 percent; Hispanic, 32 percent; white, 42 percent
Funding: District and nondistrict funds
Location: On-site
Year of implementation: 1975
Special staffing: A coordinator, four counselors or counselor trainees, and a community liaison person
Special facilities or features: Separate rooms for group sessions (optional) and recordkeeping equipment
Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.
Student time in program: Full time
Visits/Descriptive literature: Visits should be arranged in advance. An overview of the program design is available.
Contact: Bertha Hernandez, ESAA Director
Monrovia Unified School District
122 Linwood Avenue
Monrovia, CA 91016
(213) 357-6033

A component of Monrovia Unified School District's ESAA project for two middle schools, a comprehensive high school, and a continuation high school, the Tutorial/Guidance Program provides individual attention to selected students, using tutoring and counseling to help them improve their self-concepts and academic achievement. About one-third of the participants in each ethnic group are tutors/counselors, and the remainder are tutees/counselees. An effort is made to ensure that the members of each pair of tutors/counselors and tutees/counselees are of different ethnic backgrounds. Making cross-cultural interaction a part of the Tutorial/Guidance Program rather than an isolated activity ensures its relevance. In addition to twice-a-week peer tutoring sessions, an adult counselor at each school provides guidance, and a community liaison person makes home contacts. Tutors fourteen years of age and older are paid; others are rewarded by participation in special outings.

Tutors are required to complete successfully at least eight hours of inservice training in intergroup relations, including training in active listen-

ing, value clarification, communication skills, and multicultural education. This training is used as part of the peer tutoring/counseling process, in which individualized instructional and guidance activities are based on a positive relationship between tutor and tutee or counselor and counselee.

The tutors/counselors and tutees/counselees represent the schools' racial/ethnic makeup and the tutoring/counseling pairs are matched in accordance with the needs of both. The majority of the pairs are cross-ethnically matched.

Students are tutored twice a week in one subject. All tutors/counselors attend inservice training meetings once a week to discuss assignments and work on techniques and strategies as well as human relations skills.

Home contacts are made by a community liaison person, who advises school personnel of the student's home situation and provides the parents with insight about their child's schooling.

The tutoring/counseling activity is closely monitored through daily, weekly, and monthly evaluations made by the peer tutors/counselors and tutees/counselees, the adult counselors, and the teachers.

The objectives of the program are to develop a positive self-image and positive attitudes toward school and to increase the achievement of the tutees/counselees. The development of positive intergroup relations is the goal of the Tutorial/Guidance Program. The participating students can be used as models and resources for intergroup relations and multicultural education within the schools.

The program has done much to overcome feelings of prejudice and mistrust among students of different races and cultural backgrounds.

Comments of the Ad Hoc Committee on Integrated Educational Programs

This peer tutoring/counseling model is particularly useful in promoting one-to-one interaction between students of different backgrounds. The self-concepts of both tutors/counselors and tutees/counselees generally improve as a result of their participation in this program. In addition, both tutors and tutees work directly on increasing their academic skills, the tutor by explaining concepts thoroughly to a tutee and the latter by having a peer reinforce ideas introduced in the classroom. Although some students have resented being singled out for special help, their resentment generally subsides over time. The project as a whole represents one way in which a school with a mixed ethnic population can bring students together to share a mutually beneficial educational experience. It can be replicated on any scale appropriate to the financial resources of a given school. In the opinion of its staff, the Tutorial/Guidance Program has done much to overcome feelings of prejudice and mistrust among students of different races and cultural backgrounds.

US: A Cultural Mosaic

San Diego City Unified School District
(Enrollment: 120,364)

A primary grade, multidisciplinary curriculum, this program was designed to help young children gain insight about themselves and others through a variety of media and activities. Three teachers' guides contain sequentially presented concepts, integrating a cross-cultural approach throughout language arts, social studies, music, art, and drama. The program is in operation in many primary classrooms throughout the city.

Program Information

Descriptors: Multicultural curriculum, interdisciplinary and cross-cultural approach, and elementary grades

Grade levels served: Kindergarten through grade three

Curricular emphasis: Concepts of self-awareness and intergroup understanding presented sequentially in various subject areas of the standard primary curriculum (music, reading, dance, children's literature, art, and so forth)

Number of student participants: About 10,000

Ethnic composition of student program participants: Asian-American, 1 percent; black, 15 percent; Hispanic, 17 percent; white, 67 percent

Funding: District funds

Location: On-site

Year of implementation: 1975

Special staffing: None (The program is designed for use by classroom teachers with only a minimum of inservice training.)

Special facilities or features: Individual teacher's guides (approximately $1.50 per guide); audiovisual materials (optional) (approximately $5.50 per kit, although portions of this kit may be purchased separately)

Method of bringing students together: No particular method is used; the student population in the school attendance area is already mixed.

Student time in program: Part time

Visits/Descriptive literature: A sound tape is being prepared.

Contact: Leroy E. Harris, Curriculum Specialist
San Diego City Unified School District
4100 Normal Street
San Diego, CA 92103
(714) 293-8016

Fundamental to the US: A Cultural Mosaic program is the belief that multicultural education is not a new "subject" to be taught in the public schools. Rather, this approach focuses on the early development of attitudes in young children. Such development is fostered through unique multidisciplinary experiences for academic and personal growth beginning in the primary grades. A set of three curriculum guides and related audiovisual materials serve as the cornerstone of this program.

The curriculum development project evolved as a response to research findings indicating that children's attitudes are formed at a very early age. The purpose of the program is to provide educational experiences that will promote in primary-grade children positive attitudes toward themselves and others. The intent is to enrich the basic curriculum, using the subject areas of reading, art, music, and social studies, and to add new activities specifically chosen to foster interpersonal understanding.

A major aim of this program is to communicate to children that similarities among people are traits that make them members of the human family and that differences among people are traits that make each person unique. This theme is incorporated in each of the three teacher's guides in separate but related ways. The first guide focuses on how physical characteristics make people similar or different. The second focuses on helping children identify their own feelings and personal relationships (in this context the concepts of stereotyping and prejudice—or "prejudgment"—are introduced). The third guide represents a cross-cultural approach to the appreciation of the way in which each ethnic group in American society transmits its own unique cultural heritage.

The teacher's guides are to be used in the order described above; each contains numerous offerings in language arts, drama, and multimedia presentations from which the classroom teacher may select. Because multicultural learning is built into the regular curriculum, the program enhances rather than detracts from academic achievement in the content areas. As a whole, US: A Cultural Mosaic gives teachers a structured, sequential framework for integrating some fundamental concepts of multicultural education directly into the instructional program. The district is now in the process of assembling related materials for use in grades four, five, and six.

This program is a unique blend of the academic with the attitudinal.

Comments of the Ad Hoc Committee on Integrated Educational Programs

Several strengths of this program stand out in particular. First, difficult concepts are presented to young children in a clear, developmental sequence. In addition, each is introduced by means of a comparative, cross-cultural approach. Subjects rather than ethnic groups are highlighted. For example, such subjects as family structure, dance, or important days of the year are discussed through the use of various cultural examples. Likenesses and differences among cultures are thereby easier for children to observe. Generally, examples are drawn from contemporary American cultures rather than from those of another country or time period. Thus, children learn more about Japanese-American families or black families in the United States than they do about those living in Japan or Africa.

The district worked with many major ethnic groups in San Diego in selecting the literature, music, drama, and history references for inclusion in the three teacher's guides. A major advantage of this program is its minimal cost to an interested district.

US: A Cultural Mosaic could be used effectively in racially mixed schools and in those districts currently preparing for systemwide desegregation. This program is a unique blend of the academic with the attitudinal.

Wright Brothers Career High School Program

San Diego City Unified School District
(Enrollment: 120,364)

Wright Brothers Career High School is a small magnet school combining academic requirements with on-the-job training, career guidance, and practical work experience. A flexible schedule, individual contracting, and personal and occupational counseling allow each student to have direct contact with both the school and the work world. The enrollment is racially balanced to reflect districtwide percentages.

Program Information

Descriptors: Career education, senior high school, work experience, guidance and counseling, urban school, and community-based education
Grade levels served: Ten through twelve
Curricular emphasis: Career clusters: specific competencies in occupations; basic academic requirements; on-the-job training and practical work experience; career guidance and counseling; and postgraduate job placement
Number of student participants: 231 (The maximum enrollment is 300.)
Ethnic composition of school student population: American Indian, 1 percent; Asian-American, 2 percent; black, 13 percent; Filipino, 1 percent; Hispanic, 17 percent; white, 66 percent
Funding: District funds
Location: On-site
Year of implementation: 1973
Special staffing: None (The school is staffed for 300 students. Included are 17 teachers, three counselors, an attendance coordinator, and a principal.)
Special facilities or features: A former continuation high school site modified for the needs of this program (for example, a holding place for small animals and a small nursery for botany experiments)
Method of bringing students together: Voluntary enrollment
Student time in program: Full time
Visits/Descriptive literature: Visits can be arranged by contacting the principal. Biweekly tours are conducted by student guides. Literature is available.
Contact: Robert Amparan, Principal
Wright Brothers Career High School
1110 Carolina Lane
San Diego, CA 92102
(714) 263-2271

Wright Brothers Career High School opened in September, 1973. Formerly a continuation high school, Wright Brothers received a three-year ESEA, Title III, grant to revamp its program entirely to offer a unique career development curriculum to all interested students within the district. From the beginning of operations, the school was requested to keep the ethnic makeup of its student body consistent with that of the district as a whole. Today, Wright Brothers is financed entirely by district funds. Approximately 230 students in grades ten through twelve are enrolled full time at the school. For many this program offers an unusual chance to pursue individual interests, both of an academic and a career nature, while working toward a high school diploma. The school affords students throughout the district an alternative approach to learning.

The basic tenet of Wright Brothers Career High School is that the world of work and the world of education should not be separated. The school works closely with the business and industrial communities to provide to each student the kinds of experiences necessary to develop skills and competence for a career. Several specific techniques are used in the program.

First, the curriculum is a career-related academic curriculum that allows students to meet all requirements for high school graduation. This allows students to keep college options open and flexible. Second, on-the-job experiences that allow students to learn about the real world of work are an integral part of the program. Students are placed in job training positions in the community while they are attending school. The goal is to ensure that every student develops a salable job-ready skill. Finally, an extensive counseling program covers career awareness, decision-making preparation for advanced study, and personal growth. Direct contact between students and counselors is frequent. In addition, graduates of the school receive continuous help in finding jobs and planning for careers.

The school works closely with the business and industrial communities to provide to each student the kinds of experiences necessary to develop skills and competencies for a career.

Any student who resides within the district, who has achieved satisfactory grades, and who has shown evidence of good citizenship may apply for admission to Wright Brothers Career High School. A committee of teachers reviews counselors' recommendations about which students could profit most from the program. Upon enrolling, every student selects one or more career clusters and contracts with instructors to earn credit through completion of individualized learning packets, classroom work, independent study, the attainment of specific competencies, or any appropriate combination of these. Currently, the available career clusters include business, construction, marketing and distribution, personal services, and urban agriculture (for example, landscape maintenance, small-animal care, and floral design). In each area staff members lead seminars related to students' work experience in the community.

Off campus, a class in the construction program is converting a duplex into a three-bedroom home.

A system of flexible scheduling is used to allow for the fact that students may be at work up to two full days per week. Advisers, instructors, parents, and students all receive periodic reports on the students' progress in both academic and career-related work.

It is impossible to convey in this report the excitement and spirit that pervade all parts of this program. It is possible, however, to describe some of the specific projects students have undertaken. For example, as part of their training in business practices, some students run an on-campus store that sells everything from snacks to hot meals prepared by those in the food services program. Students are now constructing on the

school site a building to be used for animal grooming, both as a service to area residents and as a means to train students in small-animal care. Off campus, a class in the construction program is converting a duplex into a three-bedroom home. In the past students have also painted, done plumbing work, removed trees, and remodeled homes.

Throughout the year all students receive instruction in English, math, science, social studies, and driver education. Thus, learning occurs both on and off campus.

Comments of the Ad Hoc Committee on Integrated Educational Programs

In the court ruling ordering the San Diego City Unified School District to establish a plan for desegregation, the Wright Brothers Career High School was cited as an outstanding example of a high quality integrated program. This school has brought together students of many different ethnic backgrounds as a result of its unusual approach to learning. The interweaving of career awareness, on-the-job training, and academic preparation has appealed to students across racial lines. Although the school is located in a black neighborhood, it is significant that 66 percent of its student population is white. Today, as in the past, the entire student body reflects the overall racial composition of the San Diego district. As one indication of student satisfaction with the program, the dropout rate at Wright Brothers continues to be among the lowest in the district.

Additional strengths of this school are the leadership of its strong and committed administration, its empathetic staff, and its regular involvement with the local community. An active community advisory council has worked continuously with teachers and counselors to establish, improve, and expand opportunities for students in this successful example of true community-based education.

Appendix A
Definitions

The following definitions were used by the Ad Hoc Committee on Integrated Educational Programs.

Bilingual-bicultural education

A system of instruction which uses two languages, one of which is English, as a means of instruction. It is a means of instruction which builds upon and expands the existing language skills of each participating pupil, which will enable the pupil to achieve competency in both languages.

This instruction shall include:

(1) Daily instruction in English, language arts, listening, speaking, reading, and writing;

(2) Language development in the pupil's primary language;

(3) Reading in the pupil's primary language;

(4) Selected subjects taught in the pupil's primary language; and

(5) Development of an understanding of customs and values of the cultures associated with the languages being taught as well as an understanding of the history and culture of California and the United States.

—Chacon-Moscone Bilingual-Bicultural Education Act of 1976; Education Code Section 52163(c)

Desegregated school

1. A school in which the students and the staff reflect the racial and ethnic composition of the community (for example, the school district or the city)

   —Ad Hoc Committee on Integrated Educational Programs

2. A school that was formerly segregated and that now includes students and staff reflecting the racial and ethnic composition of the community

Educational equity

Equal opportunity may not adequately reflect the implicit commitments of a democratic, diverse, pluralistic, and humane society. If what we are committed to is to make educational and other achievements independent of ethnic group, social class, sex group, religious group, and/or geographic group origins, a concept such as *human diversity with social justice* may be more worthy of our tradition.

—Edmund W. Gordon, "Toward an Understanding of Educational Equity," *Equal Opportunity Review* (August, 1976)

Equality of educational opportunity

Availability and provision of services and programs to meet the special educational needs of all pupils in order to overcome any past or current discrimination or disadvantage.

—Proposed policy of the State Board of Education, submitte'. .o the Board by the Equal Educational Opportunities Commission

Excellent education

Education in a positive school and community climate that provides equal access to cognitive and affective learning; is sufficient to meet needs identified in a continuous process by parents, teachers, students, and others; and develops proficiency in skills and in human relations.

—Ad Hoc Committee on Integrated Educational Programs

Integrated education

The process of education in a racially and ethnically diverse school which has as its goal equal status in participation and achievement among all : acial and ethnic groups in the academic program and other activities of the school, together wi h the development of attitudes, behavior, and friendship based on the recognition of dignity and value in differences as well as similarities.

—Proposed policy of the State Board of Education, submitted to the Board by the Equal Educational Opportunities Commission

Multicultural education

An interdisciplinary education process . . . designed to ensure the development of human dignity and respect for all peoples. An essential goal within this process is that differences be understood and accepted, not simply tolerated. Within this definition lie the concepts embraced by cultural pluralism, ethnic and intercultural studies, and intergroup and human relations. Each concept is perceived as a necessary element of a comprehensive multicultural education component, but none alone can be defined as multicultural education.

—Californ'a State Department of Education, "Comprehensive School-Level Program Plan," Form A-127ES, 1976

Quality education in integrated settings

The four criteria for evaluation of quality education in integrated settings are:

1. Balance
   a. Statistical comparisons
   b. Imbalancing influences
   c. Transportation considerations
   d. Zone configurations
   e. Demographic trends
2. Equity of treatment
   a. Pupil assignment
   b. Transportation
   c. Distribution of staff and materials
   d. Legal requirements

3. Education implications
   a. Attitudes and behavior
   b. Interethnic tensions
   c. Curriculum changes
4. Community involvement
   a. Effectiveness of community input
   b. Dissemination of information
   c. Ability to reach community groups/individuals

—San Francisco Unified School District working paper

Racial isolation

The Court said that all the *facts* in a particular situation must be reviewed, including racial composition of student enrollment and school staff, community and administration attitudes about the school, quality of school buildings, equipment and organization of sports activities. Mere statistics alone are not sufficient. But, while a racially imbalanced school is not necessarily a segregated school, the Court said,

> . . . . this does not mean that reference should not be made to the racial composition of the district as a whole in determining whether a given school is segregated or not. Thus, for example, in a school district in which 'minority' students significantly outnumber 'majority' students, a school whose racial composition might in some district make it a 'segregated school' may not warrant this legal characterization.

While the Court seemed to downplay racial imbalance as the overriding and predominant factor in determining whether a school is invalidly segregated, it emphasized the element of *racial isolation* of students. The key would seem to be a melding of racial imbalance and racial isolation. That is, if *both* exist concurrently in a school, the school probably is segregated. On the other hand, if a school is racially imbalanced, even to a "significant" degree, but is not racially isolated, in the sense that its staff is racially balanced, there are interchange activities with other schools in curricular and extra-curricular activities, etc., the school may not be segregated . . . .

—Tom Shannon, "The Crawford Case—A Call to Desegregate the Public Schools of California," pp. 12-13.

Segregated schools

Schools in which the minority student enrollment is so disproportionate as realistically to isolate minority students from other students and thus deprive minority and majority students of an integrated educational experience.

—California Supreme Court, *Crawford* v. *Board of Education of the City of Los Angeles*

Segregation

Separation or isolation of a racial or ethnic group from other groups in a school or between schools due to the assignment policies of a school district.

—Proposed policy of the State Board of Education, submitted to the Board by the Equal Educational Opportunities Commission

Staff development

The inservice or renewal education of teachers and other professional educators. It is a professional responsibility and a continuous process of the maintenance, acquisition, and improvement of knowledge and skills. It includes community involvement, the understanding of diversity, meeting the challenges of change, and reevaluation. It deals with skills, including those of human relations.

—Ad Hoc Committee on Integrated Educational Programs

Support services

Equal in importance to instructional services, support services are all those which supplement and make possible the instructional and extracurricular program of the school, including the use of community agencies, resources, and services.

—Ad Hoc Committee on Integrated Educational Programs

Appendix B

Charge to the Ad Hoc Committee on Integrated Educational Programs

On June 28, 1976, the California Supreme Court issued its decisions in the cases of *Crawford* v. *Board of Education of the City of Los Angeles* and *NAACP* v. *San Bernardino City Unified School District*. Those decisions require California shcool districts to take reasonable, feasible steps to eliminate the racial isolation of students regardless of whether the segregation is characterized as *de jure* or *de facto*.

The court recognized, however, that the initial and primary responsibility for the development of educationally sound programs of equal opportunities in an integrated environment rests with educators and school boards rather than with the courts. The decision makes it clear that the courts will intervene to protect the rights of minority children only when school districts fail to implement "a course of action which produces meaningful progress in the elimination of segregated schools."

The court also recognized that school districts may develop a wide range of educational approaches to meet the goal of providing sound educational experiences for students. The development of these approaches will call for creativity and innovation. More importantly, designing workable strategies will require the skill and sensitivity of not only educators but also of people from a wide variety of backgrounds working together at the state and school district levels.

In the belief that the state has the responsibility to provide leadership and assistance to school districts in developing strategies to foster quality integrated education, the committee's charge is to assist us in examining, developing, and assessing a broad range of program strategies that will be useful to school districts in carrying out their legal and educational responsibilities.

The committee is also asked to consider alternative approaches for developing and maintaining community involvement and support in working with districts toward the goal of effective integrated education.

The committee is asked to submit its report by February 1, 1977.

Appendix C

Sample Letter to Ad Hoc Committee Members Announcing the Committee's First Meeting

October 18, 1976

Mrs. Betty Pengelley
Director, California League of Women Voters
9129 Spring Lane
La Mesa, CA 92041

Dear Mrs. Pengelley:

I am pleased that you have agreed to serve on the ad hoc committee to assist in examining, developing, and assessing a broad range of strategies to help local school districts in alleviating racial isolation in California schools.

A statement of the committee's charge and a full list of the committee's membership are attached for your information.

The first meeting of the committee will be on Novermber 3, 1976, at 9:30 a.m., in Room 524, State Education Building, 721 Capitol Mall, Sacramento.

We are dedicated to carrying out our legal obligations to alleviate racial isolation without the disruption of educational programs that has occurred in some other states. I am confident, however, that parents, students, educators, and other members of our communities can work together in good faith to develop strategies in a way that strengthens and enhances the educational process.

I appreciate your willingness to be a part of this leadership effort.

Sincerely,

Wilson Riles

WILSON RILES

Attachment

Appendix D

Sample Letter to District and County Superintendents of Schools Regarding the Elimination of Racial Isolation in California Schools

October 25, 1976

TO: District and County Superintendents of Schools
FROM: Wilson Riles
SUBJECT: Elimination of Racial Isolation in California Schools

On June 28, 1976, the California Supreme Court issued its decisions in the Los Angeles and San Bernardino school desegregation cases.

The court held that all California school districts have a duty under the state constitution to take reasonable and feasible steps to eliminate segregated schools, whether the segregation is called "de jure" or "de facto." In short, the court held that the duty to eliminate racial isolation arises whether the segregation is caused by board action or by residential patterns. The court held, however, that the constitution does not require that the school district attain a "racial balance" in each public school, but only that the district take reasonable and feasible steps to eliminate schools in which the minority student enrollment is so disproportionate as to realistically isolate minority students from other students and thus deprive minority students of an integrated educational experience. The supreme court recognized that development of strategies to alleviate racial isolation must rest with educators rather than the courts. It specifically held that courts should decline to intervene in the school desegregation process if the school board demonstrates meaningful progress in complying with its constitutional obligations. Where school boards fail to demonstrate progress, however, the courts will step in to protect the rights of minority children.

As your district begins developing promising programs or strategies to eliminate racial isolation, I would like to hear of them so that your successes may be shared with other districts.

Supplemental to district efforts to meet their legal and moral obligations in this area, I have appointed a committee of citizens and educators to assist me and the State Board of Education in examining, developing, and assessing a broad range of strategies which foster integrated education while enhancing the quality of instructional programs.

We welcome your comments on these issues as well as your cooperation in demonstrating the good faith of California schools in this endeavor.

Appendix E

Request for Examples of Integrated Educational Programs

January 27, 1977

TO: Big Twenty School Districts
FROM: Dr. Robert Ponce, Assistant Superintendent; and Executive Secretary, Ad Hoc Committee on Integrated Educational Programs
SUBJECT: Request for Examples of Integrated Educational Programs

Recently Dr. Wilson Riles, Superintendent of Public Instruction, appointed a statewide committee of educators and other citizens to seek out school programs that bring students, staff, and community persons of different racial and ethnic groups together for integrated educational experiences. The purpose is to compile descriptions of program strategies to foster quality integrated education in California public schools.

The committee has been meeting under the leadership of Adolphus McGee, Principal of Sacramento Senior High School, and has developed a plan for carrying out its task. The committee is now conducting a statewide search for examples of appropriate programs. I am writing to ask your help.

Please indicate on one of the attached brief forms the pertinent information for any educational program or activity that you believe would meet the criteria listed on the form.

In order to expedite the work of the Ad Hoc Committee on Integrated Educational Programs, may I ask you to respond by February 15. It is our intention to publish the committee's findings and make them available in a document to be distributed statewide.

I know you have many responsibilities, but I urge you to take the short time needed to complete one or more of these forms and return them to Dr. Robert Ponce, care of the Office of Intergroup Relations, Room 622, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

Thank you for your assistance.

RP:mem

Appendix F

Program Nomination Form

State Department of Education
Office of the Assistant Superintendent

Integrated Educational Program Nomination

A program nominated on this form will be considered, together with others, for review and possible site visit by a team representing the Ad Hoc Committee on Integrated Educational Programs. The committee is seeking a broad range of strategies to foster quality integrated education. No program will be visited without prior notice and the consent of the district.

Mail to Dr. Robert Ponce, care of Office of Intergroup Relations, Room 622, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

_____
District/school

_____
Address

_____
Title/Brief description of the program

_____

_____

_____

_____

_____
Name of contact person/Title

_____
Address Telephone

(See the reverse side for the criteria to be considered in making nominations of programs.)

Appendix G

Criteria for Integrated Educational Programs

Please use the following criteria as a guide in identifying the programs you nominate. The criteria were developed by the State Superintendent's Ad Hoc Committee on Integrated Educational Programs to facilitate its search for examples of integrated educational programs.

1. Is there evidence that the program has outcomes that meet at least one of the goals of integrated education adopted for the purposes of this study, including self-concept and attitudes; academic achievement; multicultural learning; and student, staff, and community roles?
2. Is the program such that it could be replicated in other settings, using resources that are commonly available to school districts?
3. Does the program involve face-to-face participation in joint activities by students, staff, and community persons who are members of different racial/ethnic groups?
4. Does the program involve either (a) students, staff, and community persons in a school of mixed racial/ethnic composition; (b) students, staff, and community persons in a desegregated school; or (c) students, staff, and community persons from schools of different racial/ethnic composition who are brought together regularly for educational purposes and for substantial periods of time?
5. Is it possible to describe the program concisely and to document it within the format of this study?
6. Can the program be observed in spring, 1977, by one or more members of the committee and staff; or, if it cannot be observed, has it been documented sufficiently for purposes of this review?

Appendix H

Instructions to Staff Persons to the Ad Hoc Committee Regarding Nominations

1. After receiving a nomination, call the district contact person, and endeavor to gather enough information to make a decision as to whether or not the nominated practice qualifies for a visitation.
2. Bring the information to the staff meeting, and make a decision as to whether or not a visitation is warranted.
3. If a visitation is to be made, assign a consultant, and determine which committee persons might share the visitation responsibility with the consultant. When the committee person accepts the responsibility, inform Fred Gunsky, who is coordinating this aspect of the operation.
4. Call the district contact person, and ask whether it is necessary to obtain the permission of the person's supervisor or anyone else in the district to visit. Inform the contact person that a letter will be sent to his or her superintendent prior to the visitation.

   Ask for two or three alternate dates, explaining the teaming process with the committee member. Request that a schedule be set up for the day's observation, allowing time for an in-depth discussion of the project; classroom observations; and interviews with staff, parents, and students.
5. Send the letter to the district superintendent.
6. Call the committee person, and set up the visitation at a mutually convenient time. Give an orientation as to the intent of the program, the criteria it seems to meet, the arrangements that have been made, and so forth.
7. Send to the committee person a work sheet for site visitation, selected written documentation on the project, and a letter confirming the time and place of the meeting.
8. Call the committee member prior to the visitation to review the work sheet and to prepare for the observation.
9. Send a thank you letter.

MMC:lf
2/18/77

Appendix I

Programs Nominated for Consideration

School districts, office of the county superintendent of schools, or other agency	*Title or type of program/School or other facility*
ABC Unified	Portuguese bilingual education/Elliott Elementary School
ABC Unified	Alternative education/Whitney Community Learning Center
Alisal Union Elementary	Cultural center/Fremont Elementary School
Bassett Unified	Early childhood education; ESEA, Title I/Bassett Elementary School
Bayshore Elementary	Early childhood education/Bayshore Elementary School
*Berkeley Unified	Berkeley Alternative Early Learning Center
Berkeley Unified	Odyssey School (Now part of Berkeley Alternative School)
Berkeley Unified	Elementary school reorganization
Berkeley Unified	Kilimanjaro School (Now part of Berkeley Alternative School)
Berkeley Unified	Washington Primary School
*Briggs Elementary	Bilingual Maintenance Program/Briggs Elementary School and Olivelands Elementary School
Chaffey Joint Union High	Care and Share/Ontario High School
Compton Unified	Martin Luther King Elementary School
Compton Unified	Anderson Elementary School
Compton Unified	Carver Elementary School
Compton Unified	Mayo Elementary School
Compton Unified	"Infinity Factory" TV
Duarte Unified	Communicators/Duarte High School
East Side Union High	Twenty-four-hour counseling/Yerba Buena High School
*El Rancho Unified	Multicultural Bilingual Program/South Ranchito Elementary School
Fresno Unified	Magnet program/Lincoln Elementary School
Fresno Unified	Open enrollment
Fresno Unified	Magnet program/Edison High School
Garden Grove Unified	Multicultural education units/Mitchell Elementary School
Garden Grove Unified	Bilingual education/Edward Russell Elementary School
Glendale Unified	Early childhood education, bilingual education/Jefferson Elementary School
Goleta Union Elementary	Lead-learner teacher training
Greenfield Union Elementary	Community school

*A description of the program is included in this report.

School district, office of the county superintendent of schools, or other agency	*Title or type of program/School or other facility*
Grossmont Union High	Peer counseling/Mount Miguel High School
*Hayward Unified	Multicultural Curriculum Design K/Muir Elementary School
Hayward Unified	Multicultural education/Palma Ceia Elementary School
Inglewood Unified	Project "INVEST"
*Jefferson Elementary (Daly City)	Multicultural Curriculum Design II
*Long Beach Unified	Magnet program/College Intermediate School
Los Angeles Unified	Program for Intergroup Enrichment (PIE)
Los Angeles Unified	Self-awareness/Gardena Senior High School
*Los Angeles Unified	Project KEYS (Knowledge of English Yields Success)
*Los Angeles Unified	Fairfax Senior High School
Los Angeles Unified	Voluntary transportation
Los Angeles Unified	Paired schools/Canfield Avenue Elementary School and Crescent Heights Boulevard Elementary School
Los Angeles Unified	Early childhood education, community school/Denker Avenue Elementary School
Los Angeles Unified	Learning center/Oso Avenue Elementary School
Los Angeles Unified	Japanese play as language lesson/Halldale Elementary School
Los Angeles Unified	Holidays and festivals/Franklin Avenue Elementary School
Los Angeles Unified	Communicators/John F. Kennedy Senior High School
*Monrovia Unified	Tutorial/Guidance Program
Oakland Unified	Multicultural education/Lincoln Elementary School
*Oakland Unified	Multicultural Curriculum Design III/Jefferson Elementary School
*Office of the Los Angeles County Superintendent of Schools	Equal Opportunity in the Classroom
Office of the Napa County Superintendent of Schools	Adult English as a second language/vocational education
Pajaro Valley Unified	Bilingual education/W. R. Radcliff Elementary School
Pasadena Unified	Student council/Don Benito Primary School
Pasadena Unified	"I Am" training
*Pittsburg Unified	Intergroup Outdoor Experience
Placentia Unified	Bilingual education/Glenview Elementary School
Pomona Unified	Multicultural education
*Porterville Elementary	Focus on Cultural Heritage/Vandalia Elementary School
Ravenswood City Elementary	Bilingual education/Costano Elementary School
Rio Linda Union Elementary	Multicultural education
Riverside Unified	Central Middle School
Riverside Unified	Sierra Middle School

*A description of the program is included in this report.

School district, office of the county superintendent of schools, or other agency	*Title or type of program/School or other facility*
Riverside Unified	Community center
Riverside Unified	St. Francis de Sales School
Riverside Unified	Chemawa Middle School
San Bernardino City Unified	Camping trip
San Diego City Unified	Indochinese refugee program
San Diego City Unified	Voluntary transfers
San Diego City Unified	Bilingual education
•San Diego City Unified	Summer Urban Exchange Program
San Diego City Unified	Home stays in Mexico
San Diego City Unified	Camping
San Diego City Unified	Magnet programs/Fremont Elementary School and Silver Gate Elementary School
San Diego City Unified	Student exchanges
San Diego City Unified	Magnet program/Encanto Elementary School
San Diego City Unified	Muir Alternative School
San Diego City Unified	Balboa Park project
•San Diego City Unified	US: A Cultural Mosaic
•San Diego City Unified	Wright Brothers Career High School
•San Francisco Unified	Lakeshore Elementary School
•San Francisco Unified	Benjamin Franklin Junior High School
San Francisco Unified	Teacher learning center
San Francisco Unified	Washington Irving Elementary School
San Francisco Unified	Jose Ortega Elementary School
San Francisco Unified	Alvarado Elementary School
San Francisco Unified	Alamo Elementary School
San Francisco Unified	Chinatown Community Child Development Center
San Francisco Unified	Chinese bilingual education/Winfield Scott Elementary School
San Francisco Unified	Spring Valley Elementary School
San Jose Unified	Trace Elementary School
San Juan Unified	Community school centers
San Juan Unified	Oral history/Del Dayo Elementary School
•Santa Barbara Elementary/ Santa Barbara High	Strategies for Intercultural Development Through Confluent Education
Santa Barbara Elementary	ESAA multicultural education
Santa Maria Elementary	ESAA counseling
Santa Maria Elementary	ESAA multicultural education
Santa Maria Joint Union High	Multicultural training
•Santa Maria Joint Union High	Delta High School
Santa Paula Union High	Project Ayuda

•A description of the program is included in this report.

School district, office of the county superintendent of schools, or other agency	*Title or type of program/School or other facility*
Sequoia Union High	Faculty-student planning/Menlo Atherton High School
Sequoia Union High	Citizen support
Shasta Lake Union Elementary	Indian studies
Sierra-Plumas Joint Unified	Bilingual-multicultural education/Loyalton Elementary School
•Stockton City Unified	King Elementary School
•Val Verde Elementary	Multicultural Education in a Rural Area
Mid-Peninsula Task Force for Integrated Education	Community involvement
University of California Riverside	Ethnic art training

•A description of the program is included in this report.

Appendix J

Sample Letter Requesting Permission to Make an On-Site Visit

February 15, 1977

Dr. Allan C. Bushnell, Superintendent
Monrovia Unified School District
122 Linwood Avenue
Monrovia, CA 91016

Dear Dr. Bushnell:

Recently I appointed a statewide committee of educators and other citizens to seek out school programs that bring students, staff, and community persons of different racial and ethnic groups together for integrated educational experiences. The purpose is to compile and disseminate descriptions of program strategies to foster quality integrated education in California public schools.

The Ad Hoc Committee on Integrated Educational Programs, chaired by Adolphus McGee, Principal of Sacramento Senior High School, has developed a plan for carrying out its task. The committee is now conducting a statewide search for examples of appropriate programs.

The ESAA peer tutoring program at schools in your district has been recommended for the committee's consideration. State Department of Education staff, working with Dr. Robert Ponce, Assistant Superintendent, wish to schedule a visit to the site with a member of the statewide committee.

I am writing to ask your consent and cooperation. We would like to expedite the work of the staff and the committee, and hope that you will approve the arrangements to be made with your people by Dr. Ponce and others who are engaged in this task. They will be in touch with Monrovia staff by telelphone.

Please accept my thanks for whatever you can do to advance this project.

Sincerely,

Wilson Riles

WILSON RILES

bc: Fred Gunsky

Appendix K

Ad Hoc Committee Work Sheet

Site review team: _____ Date of visit _____
(Committee member)

_____
(Staff member)

Title: _____

Program Description: _____

_____

_____

_____

_____

Program Goals: _____

_____

_____

_____

District: _____

_____

Profile Elements

1. Self-concept _____
2. Academic achievement _____
3. Multicultural learning _____
4. Student roles _____
5. Staff roles _____
6. Community roles _____
7. Services to students _____
8. School organization _____
9. Staff development _____
10. Curriculum materials _____
11. Multicultural instruction _____
12. Student activities _____
13. Home/School/Community _____

Program Data

Descriptors: _____

_____

_____

Grade level: _____

Curriculum emphasis: _____

_____

_____

_____

Participants: _____

District total _____ **School total** _____

Source of funding: _____

_____

_____

Location: _____ On-site _____ Off-site

How long in practice: _____

Special staffing: _____

_____

Special facilities: _____

Visits/Dissemination materials: _____

_____

Contact: _____

Address: _____

Phone: _____

Goals of Integrated Education:

1. Self-concept and attitudes: _____

_____

2. Academic achievement: _____

_____

3. Multicultural learning: _____

_____

4. Student roles: _____

_____

5. Staff roles: _____

_____

6. Community participation: _____

_____

Potential for Replication:

1. Setting: _____

_____

2. Resources (financial/human): _____

_____

Intergroup Participation:

1. Ethnic composition: _____

_____

2. Types of activities: _____

_____

_____

3. Full-time or part-time: _____

_____

4. How are students brought together for this purpose?

From different schools _____
Though desegregation _____
Already a mixed school _____

Program Strengths and Limitations: _____

_____

_____

_____

Appendix L

Sample Letter Informing Educational Agencies That Their Programs Were Not Selected for Inclusion in the Final Report

June 3, 1977

Dr. Neil Francis, Superintendent
Greenfield Union Elementary School District
490 El Camino Real
P.O. Box 97
Greenfield, CA 93927

Dear Dr. Francis:

On March 21, 1977, Dr. Charlie Mae Knight and I visited the Greenfield Community School to obseve activities relating to the State Superintendent's charge to his Ad Hoc Committee on Integrated Educational Programs. The committee was asked to seek out methods of bringing together students, staff, and community from different racial and ethnic groups for purposes of education and integration.

Dr. Knight and I were very hospitably received by Roger Ayland, Ed Reyes, Carol Wood, and other members of the staff and had an excellent opportunity to observe the evening activities of the Community School as well as to be informed of the history and effects of the program on local community members. It was an enjoyable experience as well as an instructive one. We especially appreciated the thorough schedule of interviews which you had developed for us and were only sorry to have missed meeting with you personally.

Recently the team reported to the Ad Hoc Committee on Integrated Educational Programs, which will feature certain programs in its report to Dr. Riles. Although the committee selected others for that purpose, it was impressed by the description of the Greenfield Community School and of the district's long-term efforts to bring together different ethnic groups in a mutually supportive educational setting. The committee's conclusions and recommendations will reflect what we learned from our visit in Greenfield.

You and the district board and staff should feel gratified to have the Community School among those programs selected for site visits in this search. We congratulate you on the Community School program approach to integration and only regret that we could not spend more time at the school. Dr. Knight and I enjoyed our visit to Greenfield and thank Roger Ayland, Ed Reyes, and all the others for welcoming us so warmly in your absence.

Best wishes.

Sincerely,

Beth Milwid
Staff Member to the Ad Hoc Committee
on Integrated Educational Programs

cc: Dr. Robert Ponce

Appendix M

Sample Letter Informing Educational Agencies That Their Programs Were Selected for Inclusion in the Final Report

May 24, 1977

Mr. Norman Towels
Val Verde Elementary School District
21-100 Oleander Avenue
Perris, CA 92370

Dear Mr. Towels:

At a meeting of the Ad Hoc Committee on Integrated Educational Programs last Friday, the Multicultural Awareness Program in your district was among the programs selected for inclusion in a report to the State Superintendent as meeting the criteria for bringing together students of diverse racial and ethnic groups in an educational setting and enhancing their intergroup understanding and relationships.

The committee asked staff to send the contact person in each selected district or school a copy of the work sheet used in the discussion. This is a first step toward compiling the necessary information for a factual and interpretive report of each program.

I would appreciate your taking the time in the next week to review the work sheet and to send me any corrections to the facts you think important. I'll also be in touch with you by telephone.

Congratulations on the selection of your program for the report. I'm sure you want anything we say about it to be accurate, and I thank you in advance for your cooperation in preparing the description.

Sincerely,

Charles D. Ford, Consultant
Secondary Consolidated Field Services
(916) 322-3064

CDF:mem

Enclosure: Work sheet

Appendix N

Summary of Responses of State Superintendents of Schools to Requests for Materials Dealing with the Elimination of Racial Isolation

	Acknowledged and sent materials	Acknowledged and sent "regrets"	Acknowledged and sent names of contact persons	Did not reply
Alabama				x
Alaska				x
Arizona	x			
Arkansas				x
Colorado	x			
Connecticut				x
Delaware				x
Florida	x			
Georgia		x		
Hawaii				x
Idaho			x	
Illinois	x			
Indiana				x
Iowa	x			
Kansas			x	
Kentucky				x
Louisiana	x			
Maine		x		
Maryland				x
Massachusetts	x			
Michigan	x			
Minnesota				x
Mississippi		x		
Missouri	x			
Montana	x			
Nebraska	x			
Nevada		x		
New Hampshire	x			
New Jersey				x
New Mexico				x
New York	x			
North Carolina	x			
North Dakota				x

	Acknowledged and sent materials	Acknowledged and sent "regrets"	Acknowledged and sent names of contact persons	Did not reply
Ohio	x			
Oklahoma	x			
Oregon	x			
Pennsylvania				x
Rhode Island				x
South Carolina	x			
South Dakota				x
Tennessee				x
Texas			x	
Utah	x			
Vermont				x
Virginia				x
Washington				x
West Virginia				x
Wisconsin	x			
Wyoming		x		

The District of Columbia furnished an abstract of programs but sent no materials.

Selected Bibliography

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The Educational Components of an Integrated School System. San Francisco: San Francisco Public Schools Commission, 1976.

Forehand, Garlie A., and Marjorie Ragosta. *A Handbook for Integrated Schooling.* Princeton, N.J.: Educational Testing Service, July, 1976.

Gordon, Edmund W. "Toward an Understanding of Educational Equity," *Equal Opportunity Review* (August, 1976).

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Social Sciences Education Framework for California Public Schools, Kindergarten and Grades One Through Twelve. Sacramento: California State Department of Education, 1975.

Take a Giant Step: Recommendations of a National Conference on Successful Desegregation. Recommendations from a conference sponsored by the U.S. Office of Education and the Council of Chief State School Officers, Denver, Colo., December 2—4, 1976, n.p., n.d.

Other Publications Available from the Department of Education

Report of the Ad Hoc Committee on Integrated Educational Programs is one of approximately 400 publications which are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Risk Management Program (1977)	$ 2.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Attendance and Enrollment Accounting and Reporting (1977)	2.80
Bibliography of Instructional Materials for the Teaching of French (1977)	1.50
Bibliography of Instructional Materials for the Teaching of Portuguese (1976)	.85
Bicycle Rules of the Road in California (1977)	1.50
California Guide to Traffic Safety Education (1976)	3.50
†California Master Plan for Special Education (1974)	1.00
California Private School Directory, 1978	5.00
California Public School Directory, 1978	11.00
California Public Schools Selected Statistics, 1976-77 (1978)	1.00
California School Accounting Manual (1976 edition, including 1977 amendments)	1.65
California School Effectiveness Study (1977)	.85
California School Lighting Design and Evaluation (1978)	.85
California Teachers Salaries and Salary Schedules, 1977-78 (1978)	10.00
Computers for Learning (1977)	1.25
†Discussion Guide for the California School Improvement Program (1978)	1.50
District Master Plan for School Improvement (1978)	1.50
District Paid Insurance Programs in California School Districts, 1977-78 (1978)	2.50
English Language Framework for California Public Schools (1976)	1.50
†Establishing School Site Councils: The California School Improvement Program (1977)	1.50
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Reporting and Using Test Results (1976)	8.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Hospitality Occupations Curriculum Guide (1977)	3.00
Liability Insurance in California Public Schools (1978)	2.00
Physical Education for Children, Ages Four Through Nine (1978)	2.50
†Planning Handbook (1978)	1.50
California School Energy Concepts (1978)	.85
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
Students' Rights and Responsibilities Handbook (1978)	1.50

†Also available in Spanish.

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance on purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

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